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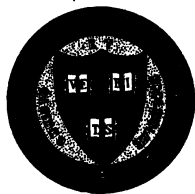
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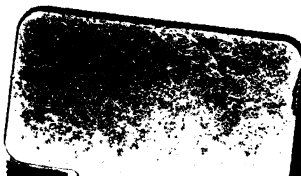
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FROM

Pres. C. W. Eliot







American Universities  
American Foreign Service  
AND AN  
Adequate Consular Law



ISSUED BY  
The National Business League  
of America

(NON-PARTISAN)

ORGANIZED JANUARY 26, 1897

INCORPORATED JUNE 15, 1907

AN ALLIANCE OF LEADING DIVERSIFIED BUSINESS INTERESTS  
OF THE UNITED STATES, FOR THE PROMOTION OF  
NATIONAL LEGISLATION AND ADVANCEMENT  
OF AMERICAN COMMERCE AND INDUSTRIES

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CHICAGO, U. S. A.

1909

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Pres. C. W. Eliot

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The vast natural resources, increased facilities for production and rapidly expanding commerce of America make it imperatively necessary that her foreign service be fully equal to all reasonable demands.

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## FOREWORD

**S**EVEN years ago, at a banquet of the National Business League of America, in Chicago, where reform of the American Consular Service was discussed by several distinguished men, Dr. William Rainey Harper, in an address on "The Universities and the Commercial World," said:

"Technological work now is regarded as a necessity of our universities. Within five years twenty have established colleges of commerce and administration. This new development is as rapid and marvelous as the industrial development of the nation. There have been wonderful changes in the world in all lines of business and industry, and education must keep pace with the advantages offered by the modern conditions. We have concluded that Latin is not an essential. Greek is not an essential requirement to a full life. The man of today must study those things with which he will come in contact in his every day life as a business man and a man of commerce and engineering and agriculture. Thus the universities are influenced by the progress of industries. In the future, as in the past, universities are to be in touch with the commercial world and collaborators in this great field."

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Mindful of the words of that eminent educator and executive, whose career and achievements will ever be a priceless legacy to posterity, the Directors of the League, in January, 1906, corresponded with the Presidents of some of the leading universities of the United States for the purpose of ascertaining the facilities for fitting young men for the American Consular Service. The replies to the queries of the League, which were given to the public press, showed that a promising beginning had been made by a few educators to specially train students desiring to make a career in the service.

Now, however, with the efforts being put forth by the executive branch of the Government to successfully con-

tinue the measures for consular improvement, made operative through the combined efforts of President Theodore Roosevelt and Secretary Elihu Root, and the further endeavors of the business interests of the country to make permanent that which already has been accomplished temporarily by Executive Order, the League has asked a few of the larger universities, before addressed, to advise the public of their present facilities for training young men for the American consular and diplomatic services, and for that larger and ever-widening foreign field with the great exporting and importing interests of this country. The eighteen statements herein submitted are pertinent and inspiring. They conclusively show that many of our great universities are *amply prepared* to meet the demands of the Government and business interests for specially trained young Americans who, hereafter, are to enlarge, maintain and protect American interests in foreign lands.

The examination records of the State Department at Washington show that since the observance of the Executive Order successful candidates for entrance to the Consular Service are mostly university graduates. In this connection the League is indebted to Mr. Wilbur J. Carr, Chief Clerk of the Department of State (formerly Chief of the Consular Bureau), and to the Bureau of Appointments, for the information that one hundred and one men have passed the seven consular examinations, from March, 1907, to November, 1908. They are residents of thirty-seven States, Territories and Possessions of the United States. Of this number forty-four were graduates of American Universities and Colleges, thirty-two took a partial college course and twenty-five did not go to college. In the last examination for the Consular Service, in November, 1908, there were forty-one successful candidates, mostly university graduates; every man speaking one language besides English, and many were familiar with three or four languages; German, Spanish and French predominating. At this writing about seventy-five per cent of the successful candidates have been appointed to the Consular Service as consuls, consular assistants or student interpreters. Thus it is evident that in



the brief constructive period for consular betterment, since the Executive Order of June 27, 1906, became operative, the universities and colleges have furnished the maximum of candidates competent to enter the service.

For the purpose of familiarizing them with service regulations, consular appointees receive special instruction, usually of several weeks' duration, at the State Department, prior to their departure for foreign posts. It is understood that President Taft and Secretary Knox will soon inaugurate a similar system for the benefit of appointees to the diplomatic service.

Without expense to the United States Government, therefore, our great institutions of learning have become indispensable factors for the equipment of American industrial and commercial interests, in the forthcoming gigantic struggle for supremacy in the markets of the world.

While the great business interests of this country are today largely conducted by university and college graduates, and our rapid progress as a nation is mostly the direct result of the thorough training of these higher schools, some of our leading educators are seriously handicapped by the lack of funds. They merit, and should receive, cordial and liberal support, by contribution or endowment, from the public spirited capitalists of the country, for they are fitting the hustling sons of American business men, with brawn and brain to accomplish, for useful and successful careers in every avenue of human endeavor, in all lands and under all conditions.

There is a desideratum, however, of the weightiest importance; an essential saving clause to make the work of the State Department and the Universities permanently effective; to insure to specially trained young men successful careers in the foreign service. Until the Congress of the United States enacts an *adequate consular law* covering the merit system of examination, appointment and promotion (with complete Americanization), there will always remain the danger of returning to the vicious practice of using the American Consular Service as a political asset.

# THE GEORGE WASHINGTON UNIVERSITY

(WASHINGTON, D. C.)

PRESIDENT, CHARLES WILLIS NEEDHAM, LL. D.

## THE COLLEGE OF THE POLITICAL SCIENCES

BY DR. RICHARD DAVENPORT HARLAN.

That so many of our leading universities are now offering (or planning) courses that will be specially preparatory to the Consular Service is a hopeful sign of the times. It marks the beginning of the full answer that will be made to the growing demand on the part of the great business interests of the country, that the Consular Department of the Government shall be taken out of politics, not only temporarily and in theory, but permanently and completely, in point of fact; and that it shall be placed so thoroughly and irrevocably upon a business-like, Civil Service basis that it can be properly spoken of as a "career." Only on that basis will it be prudent for ambitious young men to educate themselves with special reference to it.

To quote (with slight verbal alterations) from an article on "Education for the New Consular Career," contributed by John Ball Osborne, the Chief of the State Department's Bureau of Trade Relations to the North American Review for October, 1908:

"It has been suggested that the Consular Service is too limited a field, numerically, to justify the establishment of special courses of training at many of our great universities. \* \* \* It must be remembered that the training for the Consular Service is essentially practical, and even although a young man who has taken a four years' course at such an institution as the new College of the Political Sciences connected with The George Washington University, and who has received the degree of Bachelor of Arts, may fail to obtain the coveted Consulship, he may be infinitely better qualified to face the world than many a graduate from the academic

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department of the regular universities, who emerges from the classic shades with a training that can rarely be utilized at once except in the poorly remunerated profession of teaching; while, on the other hand, the Political-Science graduate is admirably equipped for a variety of practical avocations in the business world."

While the mastery of such courses as the ones indicated in this article will give the diligent student valuable general information and, above all, a mental training that will fit him for effective work in many callings in his own country (in case he should fail of a Consular appointment, or afterwards decide not to seek one), yet it is obvious that such courses will give the much needed *special* training for the Consular Service which is being more and more demanded by the State Department and by American business interests. Only a body of specially trained men can realize that ideal for the Consular Service which is condensed in the happy phrase first coined by our former Consul-General at St. Gall, James T. Dubois (recently appointed as Consul-General to Singapore), when he spoke of the need of "A Consular Corps of Well-Disciplined Soldiers of Commerce."

Most of the actual knowledge which an efficient Consul ought to possess must be gradually acquired in the daily work at the Consulate, *after* he reaches his post, just as the practical work in a law office must supplement and vitalize the previous study in a Law School. Therefore, it must always be borne in mind that the most essential service which a Consular Training School can render to the student is to give him the proper mental *training*. And yet, on the other hand, it must also be remembered that such a training can best be imparted through the medium of subjects that will furnish the student with a knowledge of the essential fundamentals of those special subjects with which an American Consul ought to be familiar.

### THE NEED OF A SPECIAL CONSULAR TRAINING SCHOOL, AND ITS IDEAL LOCATION.

It augurs well for the Nation that so many of the leading universities in different parts of the country are developing strong post-graduate courses in such subjects as INTERNATIONAL LAW AND DIPLOMACY, ECONOMICS and POLITICAL SCIENCE (in addition to courses in MODERN HISTORY and MODERN LANGUAGES), *with*

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*the special view of training men for the public service, both at home and abroad.* But I think that all disinterested observers will agree that—in addition to, and as supplementing, the very best work along these lines that can be done by such universities—there still remains an important place for a CONSULAR TRAINING SCHOOL of a unique type, in which (over and above the broad, fundamental courses in the topics just mentioned) there may also be found certain highly specialized and intensely practical courses of instruction with reference to the duties of Consuls, the history and present day conditions of our industrial life, the resources of our own country, and the possibilities and methods of increasing our Foreign Commerce, etc., etc.

Such a special Consular Training School would in no sense be a competitor of the Political-Science Departments in the various universities, but would supplement their work and thus be *the ally and servant of them all.*

When one bears in mind (1) the rich statistical resources of the various Government bureaus and libraries (connected with the State, Treasury and Agricultural Departments, the Department of Commerce and Labor, and the Interstate Commerce Commission); and (2) the possibility, and the great importance, of working out *some* plan of unofficial co-operation between the leading men of the State Department and a special Consular Training School, there can be no question that the National Capital offers such unique and practical advantages that, all things considered, it is, far and away, the best strategic location for such a school.

### A GOVERNMENT SCHOOL NOT FEASIBLE.

Whatever may be possible after another generation of gradual approach toward the Civil Service millennium, the writer of this article also believes that it will be quite generally conceded, by those who are best informed as to our governmental methods and tendencies, that it will not be feasible, in our day and generation, for the Government itself to attempt the actual management of such a School. Such a plan would be impossible without seriously interfering with the proper freedom of teaching in the fields of Political Economy and Political Science. As things are now, and are likely to be for another generation, a *Government School* would become either the football of partisan politics or,

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what is worse, the Annex of the "Spoils System" as applied to the Consular Service.

The ideal for such a School is an institution located at the National Capital, which, while NOT controlled by the Government, could enjoy the advantages of the *unofficial* co-operation of certain men in the Government.

### NO BACK TRACK UNDER THE TAFT ADMINISTRATION.

In January last, the Conference in the interest of the Consular Service, which was called to meet in Washington under the special auspices of the National Business League of America, appointed a Committee to talk matters over with Secretary Root. The writer of this article served on that Committee. Mr. Root was asked what we all believed to be a superfluous question, namely, "*Will the new Administration go forward in the direction of a permanent reform of the Consular Service, along the lines laid down in President Roosevelt's Executive Order of June, 1906?*" "*Of course there will be no back track under President Taft,*" was the substance of Mr. Root's prompt reply; and he went on to say that, if any one were to suggest to Secretary Knox that we should return to the methods of the Spoils System, as applied to the Consular Service, "*Knox would throw such a man out of the window.*"

No one who is mindful of Mr. Knox's long experience as a wise, able and conservative lawyer, his great services as Attorney-General, and his dignified career in the Senate as a true statesman, would doubt, for a moment, that the new Secretary of State would be big enough in mind, and broad enough in his vision of the true functions of an American Consul, to be more than ready, figuratively, to do the very thing so picturesquely predicted by Mr. Root.

And as for President Taft:—his essentially judicial temperament, his career as an able jurist and, above all, his remarkable previous experience as an effective executive in so many fields of Government service—may well inspire in the minds of the business men of the country a serene confidence that steady and rapid progress will be made, during the present Administration, toward the ideal of a radical and permanent reform of the Consular Service, the splendid opening chapter of which began to be written by Theodore Roosevelt and Elihu Root three years ago.

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I have been asked to indicate, in outline, the special courses of instruction preparatory to the Consular Service which are now offered (or are being arranged for) in the new College of the Political Sciences connected with The George Washington University. These courses have been made possible by the generous contribution toward a Sustentation Fund of \$25,000 a year, for five years, that have been made \* \* \* by such representative and public-spirited Americans as J. Pierpont Morgan, John Hays Hammond, Judge E. H. Gary, Levi P. Morton, Cornelius N. Bliss, Seth Low, John S. Kennedy, John D. Archbold, Otto H. Kahn and Paul Warburg (of Kuhn, Loeb & Co.), E. S. Shearson, C. C. Cuyler, Comptroller Metz, Thomas A. Phelan, J. P. Morgan, Jr., Arthur Curtiss James and Bradley Martin, Jr., of New York; George Burnham, Jr., of Philadelphia; J. H. Wade and W. G. Mather of Cleveland; Joseph N. Field, Victor F. Lawson, Geo. A. McKinlock, James A. Patten and J. C. Shaffer of Chicago; Senators Guggenheim and Wetmore, and Representatives Lowden and McKinley, and Mrs. John Hay of Washington; the South Carolina Cotton Manufacturers' Association, the American Exporter (a leading journal of the exporting interests) and the following influential firms connected with the export trade: Oelrichs & Co., Carter and Macy, H. B. Claffin & Co., Deering and Milliken, Minot and Hooper, A. D. Juilliard & Co., Clarence Whitman & Co., Woodward and Baldwin of New York; Amory and Browne, Carter's Ink Co., Faulkner and Page.

Some of the subjects given below are identical with courses found in other institutions; these will be needed by young men who, for various reasons, feel impelled to take such work in Washington rather than at other institutions. But many of the courses are of such a nature that they can be most effectively given at the National Capital; and these subjects will be specially useful for those who have taken advantage of the splendid preliminary courses in various universities, and who come to Washington for a year or two of highly specialized work, in order to qualify themselves more surely for a successful passage of the Consular Examinations which are held by the State Department as a prerequisite to an actual appointment.

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OUTLINE OF COURSES.

1. MODERN LANGUAGES.—French, Spanish, German and Italian are now offered; and, as soon as funds are available, courses in the more important of the living Oriental languages will undoubtedly be added.

2. INTERNATIONAL, MARITIME AND COMMERCIAL LAW.—Giving a thorough foundation for those who enter either the Consular or Diplomatic Services.

3. POLITICAL AND COMMERCIAL GEOGRAPHY.—Including a study of the physical conditions that have influenced the formation and development of the principal states of the world, and a study of the resources of the United States, and an investigation of our domestic trade, etc., etc.

4. THE NATURAL, INDUSTRIAL AND COMMERCIAL RESOURCES, AND COMMERCE OF THE UNITED STATES.—Including a study of leading American industries and their geographical distribution; the process of production, inventions, sources of raw materials, the problems of transportation and marketing; the interdependence of industries and their relation to National development; the rise and progress of economic activities in the English Colonies in North America, and of the agricultural, commercial and industrial growth of the United States; the resources of the principal foreign countries and of our commerce with them; the theory and mechanism of international trade; the trade policies of the principal commercial powers; the history and policy of Reciprocity, Commercial treaties and agreements of the United States; doctrine of "the most favored Nation;" tariffs of the United States and the principal foreign countries.

5. POLITICAL ECONOMY.—Including the general principles of the science, and the study of Production and Exchange under present day conditions; the economics of distribution and consumption, etc., etc.

6. AMERICAN HISTORY, GOVERNMENT AND INSTITUTIONS.—Including a study of the social, economic and political conditions leading to the Revolution, and the subsequent development of our political history; the evolution of Constitutional problems; the fundamental nature of the Union, and the relation of the National Government to the States, Territories and our outlying possessions;

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the actual organization and operations of the National Government; a study of Congress and the Executive Departments in action; the organization and control of political parties, etc., etc.

7. MODERN HISTORY OF EUROPE, SOUTH AMERICA, AND THE FAR EAST.—Including the history of modern European Diplomacy and the Eastern Question.

8. SPECIAL COURSES ON THE CONSULAR SERVICE.—Including a survey of its rise, development and organization; the conventions, rights, duties, and methods of procedure of Consular officers, a detailed study of Consular functions; the extra-territorial jurisdiction of Consuls, etc., etc.

The above outline represents only the beginnings of this important undertaking at the National Capital. These courses will be added to, or modified, as further experience in this new form of special education accumulates. The school is a new one. Nominally it is only two years old; but, actually, the present year is its first full year, on the enlarged scale. Beginning with only 3 regular students and about 30 "specials" in February, 1907, it now has over 80 students, of a very high grade of ability and degree of previous preparation, who are either preparing for the Consular examinations or the Diplomatic Service, or for the public service at home, or for business careers connected with Foreign Commerce. It represents an enterprise full of beneficent possibilities for the whole Nation, and it promises to be an effective ally of the Government, and of the business interests of the country, in extending American commerce and influence in foreign lands.

## **YALE UNIVERSITY**

(New Haven, Connecticut)

BY DR. ARTHUR TWINING HADLEY, PRESIDENT.

In reply to the questions contained in your letter of January twenty-ninth, it gives me great pleasure to make the following statements:

1. What is Yale University doing to fit young men for foreign service?

Some ten years ago it became evident that our courses in political economy and elementary law, however fully they might train men for the understanding of the business conditions which they



### Yale University

were likely to meet at home, did not adequately meet the new conditions created by our problems of foreign trade and foreign policy.

We, therefore, added in the Economic department to our older courses on political economy and statistics, public and corporate finance, insurance and labor, new courses by Professor Emery on commerce and commercial policy in the nineteenth century, and by Professor Day on comparative economic organization of different countries. Besides continuing the international law courses by Professor Woolsey and expanding the Roman law courses under Professor Sherman, we appointed Dr. Raynolds as Professor of Comparative Constitutional Law, and arranged that he should give instruction not only on the more general subject which forms the title of his professorship, but also in French and German codes and in Spanish law.

In connection with the History department, Professor Williams gives courses on Asiatic history, with particular emphasis on the development of China, the history of colonization, and the problems of diplomatic intercourse with Asiatic nations. Dr. Asakawa, well known for his work on the diplomatic history of the war between Russia and Japan, gives instruction in Japanese history. Dr. Bingham gives two new courses; one on the general history of South America, chiefly in the nineteenth century, and another more advanced course on the political, military and industrial history of Latin America as a whole.

Even more significant, perhaps, as a preparation for the consular service, has been the development of the comparatively new department of physical geography, under Professor Gregory, commercial geography under Professor Bishop, Dr. Bowman, and Dr. Huntington, and ethnology under Professor Keller. These geographical courses constitute one of the distinctive features of Yale's recent development, and are largely attended by both undergraduates and graduates.

In order still further to systematize these courses as a preparation for foreign service, Yale and Columbia Universities two years ago arranged for a joint course.

It so happened that Columbia was exceptionally strong in the linguistic studies which were needed in preparation for foreign service, while Yale was correspondingly well developed on the

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geographical and political side. The result was the issue of a joint circular by the two universities, a partial text of which follows:

#### YALE-COLUMBIA COURSES IN PREPARATION FOR FOREIGN SERVICE.

The system of Courses for Foreign Service inaugurated by Yale University and Columbia University is designed to prepare students for practical work in foreign countries, either in the service of the United States Government, or in business enterprises, or in missionary or scientific lines. The course of study includes seven divisions: (1) Languages, (2) Geography, (3) Ethnography, (4) History, (5) Religions, (6) Economics, (7) Law.

Students registering for this work are expected to have completed successfully at least two years of undergraduate work at a college of good standing. If this preliminary work does not include six hours of college French or German and the regular college course in the general principles of economics, in American history, and in European history of the nineteenth century, the student must either pass special examinations on these subjects before admission or pursue them subsequently in addition to the courses otherwise required for the certificate.

The successful completion of the courses offered, which (as a whole and by itself) will normally occupy three years in the case of candidates for the consular service, and two years in the case of candidates for other foreign service in special fields, will entitle the student, on recommendation of the joint committee in charge of the course of study, to an appropriate certificate, signed by the Presidents of Yale University and Columbia University. Subject to the rules of the two co-operating institutions, candidates for the certificate are admitted to candidacy for the regular academic degrees. Credit will be given for equivalent work done at other institutions in partial satisfaction of the requirements for the certificate, but a certificate will be issued only after at least one year's residence at one or both of the two associated universities.

2. Are we in favor of a consular law on the basis of the merit system of examination?

We are in favor of such a law on all grounds, public and private.

In the domestic civil service of the United States the two systems, appointment on the basis of competitive examinations, and

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appointment on the basis of reward for party service, have been fully tried, and experience has decided in favor of the former. The competitive system may sometimes keep a good man out of service or hinder his promotion; but it keeps out at least ten bad men to one good one. If we compare the way in which the detailed work of governing the United States is done today, when most of the offices are filled by examination, with the way in which it was done thirty years ago, when practically everything was treated as a reward of party zeal, the contrast is marked and the conclusions are decisive.

I see many reasons why this system should be extended to our foreign service, and no important ones which can be adduced on the other side. What has proved good at home is likely to prove good abroad. If we wish to have dealings with foreign countries, and our competitors use modern methods of selecting officers, we cannot afford to content ourselves with antiquated ones.

I regard the dissociation from politics of our foreign service, both diplomatic and consular, as one of the greatest needs of the day. We need both law and public sentiment which shall work in this direction. As matters stand today, there is little encouragement for an ambitious man to prepare himself for either the consular or the diplomatic service as a profession. If a man is trained as an engineer or as a lawyer, he knows that he will not be set aside in favor of an untrained engineer or incompetent lawyer, merely because the untrained man has what is charitably called influence. In foreign service the trained man has no such assurance. As long as this state of things continues, our universities may offer as good courses as they please; but the number of men who attend these courses will remain comparatively small.

**THE UNIVERSITY OF WISCONSIN**

(Madison, Wisconsin)

PRESIDENT, CHARLES R. VAN HISE, PH. D.

BY WILLIAM AMASA SCOTT, PH. D.

Nine years ago there was established at the University of Wisconsin a School of Commerce, one of the purposes of which was the preparation of young men for the consular service. To this end a course of study was arranged which, improved and expanded

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from time to time, has been continuously conducted since that date and is still in progress.

Before beginning this particular course of study the student must have completed his freshman and sophomore years in the Course in Commerce, that is, he must have successfully pursued courses in physical and commercial geography, economics,—including an elementary course and courses in money and banking and transportation,—economic history, two modern languages, English, mathematics, chemistry or physics, and accounting. The group of studies designed especially as preparation for the consular service, pursued during the junior and senior years, consists of continuation courses in one or both of the modern languages studied during the preceding years, and of courses in Colonial politics, contemporary international politics, history of diplomacy, international and commercial law, federal administration, and the consular service. Before graduation a satisfactory thesis must be presented, written in connection with a seminar of which the student is a member during his senior year and in which investigations are conducted and reports similar to those which consular officers are obliged to make. These courses are supplemented by elections made, on the advice of a member of the faculty especially appointed for the purpose, from a great variety of other courses in political economy, political science, law, modern languages, history, etc.

The special course on the consular service and the seminar and thesis work were conducted during the early years by Professor J. C. Monaghan, who was especially called for the purpose from the consulate at Chemnitz, Germany, where he was serving as U. S. Consul. After graduating from Brown University, Professor Monaghan was appointed to the consular service by President Cleveland, and had served in that capacity continuously for twelve years. The same work is now in the hands of Professor Ernst Meyer, who was prepared in our course and has served several years as subordinate officer and vice-consul at Leipzig.

From the beginning the course has attracted an excellent class of young men, but the number has not been large because reasonable prospects of a career could not be held out to those who should successfully complete it. We have been obliged to tell such students that they must depend chiefly upon political influence for appointments, but that the course was worth taking for its own sake

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or as a preparation for foreign commerce. The majority who have taken it have looked forward to a possible business career in foreign countries, hoping that a subordinate position in a consular office, if they might be so fortunate as to secure one, might help them along this line, but with little expectation of a career in the consular service.

This course was planned after a careful study, on the ground, of methods of educating consular officers in foreign countries, and after careful consideration of our own peculiar needs. Experience with it for nine years warrants us in saying that the University of Wisconsin is ready to furnish the federal government with first-class material for the consular service whenever the opportunity is offered. We would be glad for a chance to test the value of our course by a competitive examination. We have already tested it by experience in a few cases. If such an examination and further experience should reveal a need for modification or expansion of it, we are ready to make the necessary changes without delay.

That our federal government should not be willing to avail itself of such material as this university and several others are sending out every year is one of the anachronisms of our time. For a competitive examination of a high degree of severity, calculated to sift out all the unpromising candidates, these institutions already have at hand a goodly number of young men. Among the graduates of our Course in Commerce are a considerable number who have not only had the training which our consular course gives, but have had from one to five years' successful experience in business, and who would doubtless be glad to show their fitness for the consular service, if an opportunity were offered, and if a fair prospect for a career in this service were held out to them, in case they should prove worthy of it.

Against the selection by competitive examination of men for the lower grades of the consular service from such material as this, the arguments of the spoilsman are not worthy a moment's consideration. If we have good men in our consular service at the present time, as we have, it is *in spite of* and not *because of* our present method of appointment. These successful men are good, wide-awake Americans who have gained their training after appointment, and who, almost without exception, would admit that they could have saved themselves years of valuable time and enhanced

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their usefulness to the government many fold by the kind of careful preparatory training that this and other universities are now offering. They will also admit that we need many more Americans in the consular service. In most consular offices in non-English speaking countries the actual work is done by foreigners, simply because properly trained Americans are not available. Under a system of appointment from a list of candidates who have passed a competitive examination calculated to test their fitness to do this work, these places would be filled by bright American young men, eager to make reputations for themselves and devoted to the interests of American business men instead of to the interests of their foreign competitors, as is often the case now-a-days.

An act providing for the appointment of subordinate consular officers from a list of college men who have passed a severe competitive examination and for the filling of the higher positions by promotion on the basis of merit is the *sine qua non* of a service worthy of this country and adapted to its rapidly changing needs. The furnishing of the material for these examinations should be thrown open to all the universities of the country without favor. Such competition between them will thus be fostered as will secure the training best adapted to our needs. A government school with a monopoly of this branch of training would not only be unAmerican, but in the long run would be inferior from an educational point of view.

## THE UNIVERSITY OF CHICAGO

(Chicago, Illinois)

PRESIDENT, HARRY PRATT JUDSON, LL. D.

BY PROFESSOR CHARLES E. MERRIAM.

The University of Chicago is already engaged in the work of preparing men for the consular and foreign commercial service. There are now nine men enrolled in these courses and devoting their time to the training offered by the University. One of the students of the University, Mr. Samuel MacClintock (recently appointed Consul to Tegucigalpa, Honduras, by President Taft), took the government examination in April, 1908, and received the highest mark given to any competitor up to that time. The courses offered by the University of Chicago are intended not merely as

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preparation for service of the United States government, which is a comparatively limited field, but contemplate preparation for the larger foreign field in which the great exporting and importing interests of this country are concerned. The University believes that the same sort of preparation as is required by the government for its consuls will also prove valuable to young men desired in the service of American firms having extensive foreign relations. The knowledge of political economy, political science, commercial geography, statistics, and modern history required in these courses, together with the ability to speak and write one or more modern languages, is just the sort of preparation that is required for the best work in the foreign field, either in public or private service. It has been found that there is a considerable demand for young men so equipped and it is believed that this demand will steadily increase in the future. It is evident that the foreign commerce of the United States, particularly with such parts of the world as South America, is capable of immense expansion and that our country must follow the example of scientific study of foreign commerce set by such nations as Germany.

The list of instructors engaged in this work numbers twenty-nine men of various ranks. None of these men could be omitted and yet none of them devotes his entire time to this work. In other words, the work of training men either for consular or foreign commercial service, fits in with the general work of the University. It is not necessary to provide separate instruction in language or political economy or modern history for these students, but they may advantageously work together with other students studying the same subjects with a different end in view. Those who favor the establishment of a government school overlook two important considerations: First, that the establishment of such an institution would require a very large and expensive faculty together with adequate library facilities, and that unless sufficient funds were forthcoming for this purpose the scope and nature of instruction given would be inferior. Second, that this very field is already covered by many of the leading universities of the country: the University of Chicago, Yale-Columbia, Harvard, the University of Pennsylvania, the University of Minnesota, and the University of Illinois already provide preparation for foreign service, and many other universities are considering the establishment of such courses. Any

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university equipped for graduate work can, at a slight expense, provide the fundamentals of training for foreign service. To establish an additional institution appears unnecessary and wasteful.

If some special instruction in the duties of consuls were necessary, this might be provided for such men as have passed the government examination and are awaiting assignment. Such instruction is now provided at Washington and might be extended so as to cover three, four, or even six months. Such work would be given by the officials in the Department of State and would not involve the establishment of an expensive institution.

In order that the work of training consuls may be successfully carried on, it is necessary, however, that the consular service be placed entirely on a merit basis. The present law rests merely upon an order of the President which might be revoked at any time. Furthermore, it does not provide for a competitive examination. The original Lodge Bill placed the United States consuls under the civil service law and it is important that this or some similar provision be made. It is indispensable to proper development of our consular service that it be placed on a basis independent of political influence or party favor, and if this is done the work can be successfully carried on by existing institutions. At the same time these institutions will engage in preparation of men for the service of exporting and importing firms and thus serve two important purposes.

## **NORTHWESTERN UNIVERSITY**

(Evanston and Chicago, Illinois)

BY DR. ABRAM W. HARRIS, PRESIDENT.

The courses offered at Northwestern University in preparation for the foreign service are given in three departments of the University, but are so related as to constitute a continuous course of study. In order that all students who are preparing for the consular service may have a symmetrical training and be prepared systematically for the consular examination, they are placed under the supervision of the professor of European diplomacy. The program of studies in the College of Liberal Arts is so arranged that all students taking the bachelor's degree can give practically the whole of their time in the last two years to studies preparatory for the consular service.



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In the College of Liberal Arts, the following courses are required of all students preparing for the consular service: Elements of economics; industrial history; commercial geography; money and banking; corporation finance; government of the United States; government of European states and of the republics of South America; administration, covering the actual working of administrative machinery in the leading modern states; municipal government and administration; international law; constitutional law of the United States; history of the United States; modern European history. In addition, students are advised to take the course in finance and taxation; relation of government to industry, Colonial government with special reference to the Colonies of England, Holland and the United States; history of England; American and European diplomacy in the nineteenth and twentieth centuries. Furthermore, all candidates for the consular service must acquire proficiency in two of the following languages: French, Italian, Spanish, German, Norwegian, Danish, and Swedish. It is expected that all candidates for consular examinations will complete at least two years' work in the College of Liberal Arts. In addition they are strongly recommended to pursue a year's study in Chicago made up of courses in the Law School and the School of Commerce.

In the Law School the following courses are offered: International law, embracing the study of Scott's Cases on International Law; diplomatic correspondence and other public documents of the United States indicating the practice of the United States in all legal questions involved. A second course in international law is given, which embraces the study of American treaties and diplomacy, with special topics for research. Courses are also offered in conflicts of law and in Roman law, and many of the general law courses are peculiarly desirable for students contemplating public foreign service, notably constitutional law, public service corporations, insurance, corporations, etc. A course in international law relating to consuls is contemplated. The object of such a course would be first, to familiarize students with the powers, duties, privileges and immunities, as well as amenability to legal jurisdiction of American consular officers abroad; second, to prepare students for service as legal advisers of foreign consuls in the United States. The material for such a course will be found in the United States Consular Guide, diplomatic correspondence to the United States, consular con-

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ventions to which the United States is a party, and decisions of American tribunals.

The courses in the School of Commerce which are peculiarly adapted to the needs of consular students are economic geography and foreign trade; transportation, merchandizing; marketing of products; business organization and management, as well as a course in commercial law, which gives a somewhat general outline of subjects more exhaustively treated in the courses of the Law School. Courses are also offered in business German, business Spanish and other foreign languages. It has seemed to the University that in addition to international law, history, languages, customs and trade conditions of particular countries, a knowledge of American industries and American business methods is indispensable to our representatives abroad. The whole curriculum of the School of Commerce is calculated to emphasize this point of view, and its location in the downtown district of Chicago gives it opportunities almost unequalled for studying the business conditions of the great central market of the Middle West.

The Law School Library on the third floor of the Northwestern University Building, is peculiarly well equipped for study and research along lines connected with the foreign service. It not only contains sets of federal and state reports and statutes of all the states in the Union, but also a large collection of digests, treatises, encyclopedias and English law reports. The Gary collections offer opportunity for study of European law not available in any other law library. The works on modern continental law number some ten thousand volumes, covering the laws of twenty-seven European countries as contained in statutes, decisions, journals and treatises. It is not paralleled in scope by any other collection in the United States. The collection of international law includes about two thousand volumes. When completed it will include all the printed material related to American international law and diplomacy, not now available in the West. It is unique in possessing an almost complete set of documents published by the United States government on foreign affairs from 1776 to 1905. Public documents on foreign affairs have been secured from the more important foreign states.

The collection of Mexican and South American laws recently secured includes treatises and journals of modern law in Mexico and South American states. It embraces also a collection of the code

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and decisions of the highest tribunal of Mexico. The collection of colonial laws, not yet installed, will include complete sets of colonial session laws and revisions, and contemporary and modern treatises on the laws of the Colonies.

The location of the Northwestern University Building in close proximity to all of the large downtown libraries makes all of their equipments easily available for the use of students.

**UNIVERSITY OF ILLINOIS**

(Urbana, Illinois)

PRESIDENT, EDMUND J. JAMES, PH. D., LL. D.

BY NATHAN A. WESTON, PH. D.

Higher commercial education was first undertaken by the University of Illinois in 1902, when the courses in business administration were introduced. At that time the need of better preparation for the public service, particularly the consular service, was fully recognized. Chambers of commerce, boards of trade, and commercial and trade associations generally, had been demanding for a decade or longer a more efficient government service abroad. The University of Illinois authorities were then, as they are now, ready to use every available resource to meet the demand for special preparation for such service. In truth, the offerings of the University in this line, since the courses in business administration were established, have been in advance of the opportunities and inducements for young men of college age to choose a career in the government service.

Upon the introduction of the commercial courses six years ago the University of Illinois was prepared to educate young men in most of the branches essential to efficient preparation for the consular service. In 1903 a specialized course on the consular and diplomatic service was offered and placed in charge of a man of experience in the government service abroad as well as in academic lines. The following year a full four years' curriculum in commerce and the consular service was organized, emphasis being laid not only on preparation for the consular service but also on preparation for service with American business concerns engaged in the foreign trade. This curriculum remained among the offerings of the University until our consular system was reorganized in accordance with

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the legislation and executive order of 1906. In 1907 it was decided to separate the two lines of work and prepare a special curriculum on the consular service, which should meet in detail the requirements of the new law and executive regulations. The work outlined in this curriculum is now being given and has been elected by a small number of students the present year, encouraged largely by the recent consular examinations and appointments in accordance with their results. The curriculum includes courses in the chosen foreign language, English composition and rhetoric, modern European and American economic and political history, economics, political science, commercial, international and admiralty law, domestic and foreign markets, commercial policies and commercial relations, and the diplomatic and consular service.

Because of the rapid growth of our industries and wealth, the consular service has attained at the present time an importance never approached at any previous period in our history. The result is that the consular positions of the future will more than ever before require men of breadth and liberality of view as well as special knowledge. The University recognizes the impossibility of combining and crowding both a liberal education and a professional training into a four years' college course, but it is believed the curriculum described above comes as near the realization of such an end as is possible. Appreciating the inadequacy of the four years' course, it is the policy of the University authorities to encourage students electing such work to pursue one or more years of graduate study. These graduate years will be ones of intense specialization in the language, history, law and economic conditions of the country in which service is sought. There is no doubt that this advanced training will be absolutely necessary for attaining the high degree of efficiency which will be required of the future consular officer. When, in time, appointment to, and promotion in, the service on the basis of merit have become through adequate legislation permanently fixed in our national administrative system, consular officers will in all probability be largely chosen from the graduate students of our universities.

In men and material requirements the University of Illinois is well equipped to carry on the work it is now offering in this line. The men giving instruction on the subjects which are specially characteristic of the consular curriculum are experts in their line and

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of recognized ability and wide reputation. The Library collection is extensive and well selected. It is unusually rich in materials for the study of economic, commercial and industrial problems. Through its departments of applied science and agriculture the University is also prepared to furnish technical instruction in such subjects as industrial chemistry and the commercial sampling and grading of grains when, for some special reason, such instruction is desired.

Competent education for the public service both in the domestic and foreign branches should be fully provided for in the curricula of our universities. In this field the State Universities have, perhaps, a special responsibility. They have been the recipients of the bounty of the governments of both state and nation, and it is to them as public institutions that these governments will naturally look for the proper training of public servants. When the aspirations of the civil service reformer shall have been in a measure realized, it will rest primarily with the states and nation, rather than private enterprise, to see that ample opportunity is afforded for efficient preparation for government positions. The national government, as well as the state governments, will then need to give encouragement and aid to those publicly supported institutions, the State Universities, which will be the best instruments for the education of its own servants. National aid, in some form, in support of education for the public service is the educational promise of the future, as national support of education in agriculture and the mechanic arts has been the realization of the past.

In education of this sort, however, the universities can only blaze the way. They cannot create the demand. This depends on the placing of the public service permanently on a merit basis where attainment and successful performance of duty are the measure of preferment rather than party fealty and service. This fact is well illustrated by the present situation in the consular service. Much was accomplished in the reform of 1906 but much is still lacking. Examinations have been held in conformity with the executive regulations of that year and appointments made in accordance with the results thereof, but there is no assurance that this practice will prevail always. Some future administration may not be so strongly intrenched as the present one, and it may be found more expedient to repudiate the existing executive regulations than to observe them. So long as this is true there is not much inducement

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to the student planning his university education to choose the consular service as a career. Retention in the service and promotion as a reward for meritorious and faithful performance of duty must be assured. Not until these conditions are assured by well defined legislative action, will the universities be able to advocate the consular service as an attractive career and perfect the consular curriculum in its essential details. And, what is of vastly greater importance, not until then will our great agricultural and manufacturing industries be able to command the services of a well trained, efficient body of government agents in foreign countries which our rapidly increasing prominence in international trade reasonably entitles them to expect the government to provide.

**THE UNIVERSITY OF MINNESOTA**

(Minneapolis, Minnesota)

PRESIDENT, CYRUS NORTHRUP, LL. D.

In the University of Minnesota we have no separate school or department for training men for the Foreign Service—Consular or diplomatic. We do, however, in this department much work suitable for preparing men for such service.

(A course, in our nomenclature, is a study that comes three hours per week for one-half year.) We have separate courses in Economic Geography, Industrial and Commercial History, Economics of Commerce, Economics of Colonization, Theory and Practice of Statistics, American Government, Comparative Government, International Law, Theory of the State, Diplomacy, Colonial Administration and Administrative Law. A brief description of these various courses follows:

**ECONOMIC GEOGRAPHY.**

A study of the economic basis of modern civilization. The course embraces: (1) A brief survey of the history of commerce prior to the modern period; (2) an analysis of the causes, both in nature and man, which control the development and the localization of industry and commerce; (3) a summary view of the development of transportation in relation to commerce; (4) some mention of the principal materials of commerce; and (5) a more detailed consideration of the natural resources, chief industries, com-

### **The University of Minnesota**

mercial products, and commercial relations of the leading countries. Special attention is given to the United States and to international trade routes, both by land and sea. Text-book, supplemented by lectures, reports on special topics, and quiz.

#### **MODERN INDUSTRIAL AND COMMERCIAL HISTORY.**

The industrial and commercial history of Western Europe and America since the middle of the eighteenth century. The effects of modern inventions and political changes on industry and trade. Lectures with prescribed topical readings. One written report of considerable length will be required each semester.

#### **ECONOMICS OF COMMERCE.**

Causes and characteristics of commercial crises; theory and mechanism of international commerce; free trade, reciprocity and protection; the balance of trade; economic causes of the contest for foreign markets; organization of the export trade, commercial treaties and foreign politics, the consular and diplomatic service as a factor in commerce. Lectures, assigned readings, and reports on special topics.

#### **ECONOMICS OF COLONIZATION.**

The economic causes of human migration; historical survey of colonization and classification of colonies with reference to their economic bases; existing colonial systems, with special attention to the outlying possessions of the United States; colonial commerce in relation to modern commercial and foreign policies; preferential tariffs and imperial federation. Lectures, assigned readings, and reports on special topics.

#### **THEORY AND PRACTICE OF STATISTICS.**

An introduction to the theory and method of statistics; aspects of economic and social life which are capable of statistical measurement; use and limitations of index numbers; theory of prices and price levels; based on the works of Bowley and Mayo-Smith, with lectures and practical exercises.

#### **AMERICAN GOVERNMENT.**

An elementary course in American government intended as a preparation for the advanced courses in political science, for teaching in secondary schools, and for good citizenship; a study of the organization and actual workings of the national and local governments; a series of lectures on the nature and origin of the American

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governmental system precedes a study of the text and assigned topics; special attention will be given to important statutes on naturalization, organization of the judiciary, and of executive departments, interstate commerce, trusts, etc. Text, lectures, and special topics.

### **COMPARATIVE GOVERNMENT.**

A description and analysis of the government as the agent of the state; a comparative study of the organization and working of the governments of the great European powers of today, especially of France, Germany, Great Britain and Italy. Text, with lectures and assigned readings.

### **INTERNATIONAL LAW.**

This course treats of the nature, sources, and sanction of international law; of the general principles as developed by positive agreement, common usage, and judicial decisions, in particular of the status of nations, the rules of peace, neutrality, and war, and the arbitration movement. Text, lectures, and supplementary reading.

### **THEORY OF THE STATE.**

A study in the theory of the state, its origin, nature, purpose and justification, the elements of population and territory. Important theories, like the divine, contract, modern socialistic, individualistic, and social welfare, are considered; also the question of state interference and state management of industries. The course includes a study of classification of law, governments, and states. A text-book, with lectures and topical readings.

### **DIPLOMACY.**

The object of this course is to outline the growth of international relations, the mode of conducting foreign affairs, the relation of the treaty-making power to legislation, the duties and immunities of diplomats, the consular service, the framing, interpretation, and termination of treaties and compacts, and the character and procedure of courts of arbitration. Considerable attention will be given to concrete illustrations of the principles of international practice as exemplified in such matters as the fisheries question, the Geneva arbitration, the Caroline incident, etc. Text, lectures, and supplementary reading.



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**COLONIAL ADMINISTRATION.**

This course embraces a discussion of the principal classes of colonies, the causes of colonization, the social, economic, and political tendencies of colonial development, imperial relations, preferential trade, and independence. A study is made of the political systems of modern colonial governments, of the organization and administration of the Spanish, English, French, Dutch, German, and American colonies. Lectures, assigned reading, and special topics.

**ADMINISTRATIVE LAW.**

A course dealing with administration as a science, its origin and development, the law of officers under the national government, the merit system, and the growth of special administrative tribunals. Text, lectures, and cases.

We are planning to enlarge this work greatly next year.

It is the one aim of this University now to come more in direct contact with the governmental and business world and to give men vocational training for these fields.

I am sure that there is a unanimous sentiment in our faculty in favor of removing our whole foreign service from the partisan political field and giving those engaged in the service such a length and security of tenure with promotion for real merit, coupled with worthy salary, as to make the career attractive enough to justify men in acquiring a scientific preparation for the career.

I heartily agree with the National Business League of America in its opposition to establishing a National Consular School under the management of the United States Government or any department thereof.

**UNIVERSITY OF PENNSYLVANIA**

(Philadelphia, Pennsylvania)

PRESIDENT, CHARLES C. HARRISON, LL. D.

**WHARTON SCHOOL OF FINANCE AND  
COMMERCE**

JAMES T. YOUNG, DIRECTOR.

BY PROFESSOR EMORY R. JOHNSON.

The Wharton School of Finance and Commerce of the University of Pennsylvania has for several years been keenly inter-

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ested in the development of courses adapted to the needs of young men who are to enter the consular service or to represent American business houses in foreign countries. Indeed, one of the purposes the founder of the school had in mind and one of the subjects in which he was always interested was that the school should assist in preparing men for these two fields of usefulness. The trustees of the University of Pennsylvania and the Wharton School faculty have sought increasingly to adapt their work to the needs of students fitting themselves for these two careers.

Besides providing for ample work in English, in History, Economics, Political Science, Geography, and Business Law—all of which subjects constitute a necessary part of the college course to be taken by the man who is to represent his country or its business interests in foreign countries—provision has been made for several years' work in each of the modern languages—Spanish, French, and German.

Among the courses which bear directly upon the work of the consul or upon the duties of the business representative abroad are:

COMMERCIAL GEOGRAPHY, from which the student is given a knowledge of the resources and industrial conditions of the United States and of the leading foreign countries in order that he may have the knowledge required for a clear understanding of our foreign trade.

THE BUSINESS OF COMMERCE, in which consideration is given to the manner in which commerce is actually carried on within the country and between the United States and other countries.

THE ORGANIZATION OF INTERNATIONAL COMMERCE, comprising a study of international trade and transportation. Among the topics considered in this course are the organization of the ocean carrying trade; line traffic, charter traffic, ocean trade routes and coaling centers, the development of trade centers, international payments and the balance of trade.

THE TARIFF AND INTERNATIONAL TRADE is studied for a year in order that the student may have a knowledge of the development of tariff legislation in the United States and Europe, and of the present policy of the leading commercial nations of the world.

THE HISTORY OF AMERICAN COMMERCE is included in the course with a view to describing the origin and development of commerce and commercial institutions. Among the subjects dis-

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cussed are foreign, coastwise and domestic trade of the United States; the commercial policy of the Federal Government and the States; American fisheries and the fisheries question; and the consular service of the United States.

ECONOMIC CONDITIONS IN SOUTH AMERICA. The present and prospective relations of the United States with the South American continent are of such importance that it is deemed desirable that a systematic study should be made regarding the things produced and the trade carried on in South America. The course as represented gives a clear analysis of the factors controlling our trade with that continent.

TRANSPORTATION. The work in transportation includes three courses which continue through the year. The first of these courses deals with American railway transportation. The several branches of the railway service are described and the question of public aid and public control are exhaustively considered. Railway rates and traffic are studied in detail. Every consul and every representative of our business interests abroad should, it is thought, have a knowledge of the freight service of the railroads in his own country, and of the main characteristics of the organization of the railroad services in other countries. Ocean transportation comprises a study of the ocean transportation system and service, of the relations of ocean carriers with each other and the public, and of government aid to and regulation of both ocean commerce and transportation.

INSURANCE is covered in courses of two general kinds, one presenting the entire subject of insurance in a single course and running through one year. Those students who desire more detailed knowledge of the subject may pursue each of the following branches of insurance for an entire year: (1) Life insurance; (2) fire, marine and fidelity; and (3) law and practice of insurance.

MONEY, CREDIT AND FOREIGN EXCHANGE is naturally of fundamental importance. As taught in the Wharton School, the course includes the history and uses of money; the nature of credit; the development of credit uses; the relation of the money market to trade, industry and speculation; and the machinery of domestic and foreign exchanges.

PUBLIC FINANCE. This is a study of the financial methods of the United States with a comparison of the methods followed by other countries. The principles and forms of taxation are con-

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sidered, and the practices of the national, state, and municipal governments are analyzed.

**INTERNATIONAL LAW.** The consul needs especially to be informed upon the nature and source of international law and regarding the principles governing international relations such as those applying to the rights and obligations connected with independence, jurisdiction and equality; the law of neutrality with special reference to the duties of belligerent states in dealing with neutral states; the law of blockade, contraband, and the law of war with reference to enemy, person, and property on land and sea. The general principles governing these and other questions in international law are developed at length.

**THE FOREIGN POLICY OF THE UNITED STATES** is presented for the purpose of giving the student a knowledge of the treaty-making power in its relation to the legislative power of Congress. The course includes also a brief résumé of the history of foreign relations and a consideration of the leading international questions in which the United States is now interested. Special attention is given to the questions connected with our relations with the Orient.

**EUROPEAN COLONIAL SYSTEMS.** This is a course describing the principal colonial systems of European countries. Among the subjects discussed are the methods and degree of home control; tariff legislation and colonial trade. Colonial administration is naturally considered in all its aspects.

The above is but a partial list of the courses in the Wharton School of Finance and Commerce dealing more or less closely with the duties of the consul or foreign representative of American business houses. The young man taking the regular four years' course at the Wharton School would naturally supplement the above subjects with other courses appealing to his particular interest or to his peculiar needs. In the case of students preparing for the consular service the first consideration of the Wharton School faculty would be to make it possible for him to take such work as would most thoroughly and most surely and broadly prepare him for his career.

The University of Pennsylvania believes that it can perform no more important public service than that of making it possible for young men to present themselves to the government of the

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United States or to our great business houses well equipped for the services desired by the government and by our commercial interests.

Should Congress decide—as it is to be sincerely hoped that it may decide—that in the future political influence and party service are not to be the pre-requisite to a consular appointment, but that those who are selected to represent our country at the leading ports of the world shall be men whose scholarly attainments equip them for such service, the University of Pennsylvania will gladly do all in its power to enable young men to secure the educational equipment needed to meet the standards set by the United States Government.

**STATE UNIVERSITY OF KENTUCKY**

(Lexington, Kentucky)

From a Report to the Board of Trustees, June, 1908.

By DR. JAMES K. PATTERSON, PRESIDENT.

I wish to suggest for your consideration the propriety of organizing a School of Commerce, the object of which should be to prepare young men thoroughly for active participation in commercial enterprise. I do not mean commercial training in the ordinary sense, which consists mainly of a course of three or four months in bookkeeping. Bookkeeping may or may not be included in the scheme under consideration. Such schools exist in some of the countries most advanced in commercial, manufacturing and industrial activities. In this school should be taught perfect command of colloquial French, German and Spanish, Mathematics, as far as Calculus, Psychology, Ethics and Logic; an adequate knowledge of Physics, Chemistry, Botany and Zoology; an extended course of political and commercial geography, and a course of English extending over at least four years. The graduate of this school would be all the better equipped for undertaking the conduct and management of a great commercial exporting or importing enterprise if to the subjects enumerated above be added a knowledge of Chinese and of Japanese. These latter are, of course, for the present beyond our reach, but in the course of time we might succeed in incorporating them within the scope of the education thus outlined. I need not dwell upon the importance of a thorough

State University of Kentucky

knowledge of one's mother tongue, in order to express himself with ease, elegance and propriety, nor how much ability of this sort would commend the writer to the consideration of those who might be his correspondents. You will readily admit also the value of a knowledge of the foreign languages, which I have included within the scope of this course of study. I found when I was abroad that the great commercial houses and banking establishments had upon their list of employees men who were able to conduct a correspondence with foreigners in French, German, Italian, Spanish and English. A competent knowledge of Psychology would enable its possessor to analyze human character with a degree of accuracy not always given to the person who knows human nature from experience only. A knowledge of political geography would enable its possessor to forecast with some degree of accuracy the imminence and import of impending political changes, and a knowledge of economic geography would enable him to estimate with some degree of probability the value of the commerce of foreign nations by knowing the character of their capabilities of production and their annual output of the necessities or luxuries of life. A knowledge of current social and political history, with the systems of banking in use in different countries with whom America has commercial relations would likewise be of great value and should be included in the list of subjects enumerated above. A young man thus equipped could readily find employment in any of the great mercantile establishments of the country, and would likewise be eligible, under a revised and intelligent system of rules of the Civil Service, for consular and diplomatic employment abroad.

A school of this sort could be established at once and with no additional drafts upon the exchequer of the College. All of the subjects enumerated above are now taught within the University and by an appropriate grouping would form a well rounded school of commerce.

NOTE.—Dr. Patterson writes: "I am hopeful that at an early date the Board of Trustees will establish the department of study outlined in the report."

## THE STATE UNIVERSITY OF IOWA

(Iowa City, Iowa)

PRESIDENT, GEORGE E. MACLEAN, PH. D., LL. D.

BY PROFESSOR ISAAC A. LOOS, DIRECTOR, SCHOOL OF POLITICAL AND  
SOCIAL SCIENCE AND COMMERCE.

Concerning facilities for educating young men for the American foreign service, I beg leave to say that our School of Political and Social Science and Commerce recognizes the two distinct aspects of foreign service of which cognizance is taken in the communications in hand, viz., the diplomatic and consular services on the one hand, and preparation for commercial service and commercial careers on the other hand. Through our course in Commerce, combined with available electives in History, Government, Economics, Politics, and Modern Languages, a student may lay the foundations of an excellent preparation for the consular and diplomatic services. It is worth while to note that in the small number of commercial agents now employed in the consular service, this University contributes one of its graduates, Dr. J. E. Conner, now in Saigon, China, who took his baccalaureate here and his doctor's degree, carrying his major work in International Law and Economics. Another distinguished man in the consular service, formerly a lecturer on Political Science in this University, is Dr. Ernest L. Harris (now American Consul-General at Smyrna, Turkey).

With respect to the *larger foreign field*, namely, the great exporting and importing interests of this country, I take pleasure in pointing to the fact that this University has placed itself in line with the movement for the purchase of facilities for higher commercial education, and that in our commercial course well defined lines of instruction in commercial policies, foreign commerce, international law, and colonial government have been inaugurated, supplementary to basic instruction in such economic subjects as Commercial Geography and the Raw Materials of Commerce, Money and Banking, Public Finance, Taxation, Insurance, Accounting and Business Law.

## HARVARD UNIVERSITY

(Cambridge, Massachusetts)

PRESIDENT, DR. ABBOTT LAWRENCE LOWELL.

Three years ago President Charles W. Eliot wrote to the League as follows:

"The universities of the country can perform a service of increasing value in training men for diplomatic and consular positions. The inclosed pamphlet, grouping certain courses which afford a useful preparation for a business career, will show you that in addition to the general courses in economics and finance the University offers certain courses which give training very closely adapted to a consular or diplomatic career.

"The following titles of courses offered here are suggestive in this connection: Modern Economic History of Europe, International Trade, Commercial Crises and Cycles of Trade, European Industry and Commerce in the Nineteenth Century, Economics of Agriculture, Principles of Accounting, Principles of Law Governing Industrial Relations and Commercial Law, Statistics. If to these courses one adds the thorough training in history, history of diplomacy and modern languages which Harvard University offers, it will be seen that the University already meets to a very considerable extent the demands of a preparatory course for the diplomatic or consular service."

Under date March 5, 1909, Professor Edwin F. Gay, Dean of The Graduate School of Business Administration, writes:

"We give at Harvard all the courses necessary in preparation for the examinations to enter the Consular and Insular Services, and, as a matter of fact, we have some young men taking our courses in active preparation for the Government Service."

## UNIVERSITY OF MICHIGAN

(Ann Arbor, Michigan)

BY DR. JAMES B. ANGELL, CHANCELLOR.

I have for years in various ways been co-operating with those who were endeavoring to secure the passage of some bill substantially like that you enclose.\* I need hardly add that I am *strongly in favor of it*. My experience in the diplomatic service has enabled me to see the necessity of some such provisions as those made in this bill.

\*Identical with Senate Bill No. 1053, introduced by Hon. Shelby M. Cullom, and with House Bill No. 6862, introduced by Hon. John A. Sterling.



#### University of Michigan

As to the facilities offered in this University for the preparation asked for the examinations required, I may say that in our Literary and Law Departments instruction is given in all the branches named, the modern languages, French, German and Spanish, history, political economy, statistics, international, commercial and maritime law.

Several of our graduates have successfully passed examinations and are now in the public service. *I am confident that if the government will appoint young men on merit, and not through political influence, the chief universities of the country will furnish well prepared all the men the Department of State will call for.*

### UNIVERSITY OF CALIFORNIA

(Berkeley, California)

BY BENJAMIN IDE WHEELER, PRESIDENT.

It was the unanimous opinion of men who traveled abroad ten or twenty years ago that an American could not expect any help from an American consul except in certain glaring exceptions. The reason was that our consuls did not know the language of the country to which they were assigned; they had no touch with its life; they were very likely not prepared in any way for the consular service. In many cases they were not even gentlemen. All this has changed very rapidly within the last five years. Everybody who travels abroad now notices it. But the change ought to go farther. I wonder that business men do not protest more vigorously than they do against inefficient consuls. We are capable of training men in this University for the consular service fully and directly. We have a professor, for instance, of commercial geography, another professor of accounting and business organization, another of taxation and statistics, another of national finance and economics. We give courses in commercial law and international law suited directly to the needs of such candidates. During the last three years not less than fifteen of our students, specially prepared, have been appointed to consulships or vice-consulships or the like in China. I think there must be now in the University not less than a dozen students of first-rate ability who, to my knowledge, are preparing themselves with a view to the consular service.

University of California

The following statement, prepared by Lincoln Hutchinson, will give an idea of the regulations covering examinations of candidates for the American consular service, and the course offered by the University of California for

PREPARATION FOR THE CONSULAR SERVICE AND FOREIGN TRADE.

The increasing number of enquiries from students of the College of Commerce and others, as to the best method of preparing themselves to enter the Consular Service of the United States, have made it desirable to formulate a definite course having that end in view.

The following arrangement of studies is designed not merely to give the student the necessary training for passing the consular examinations of the Department of State, but to supply him in addition with a sufficiently broad grasp of the whole field of our foreign trade relations to ensure his success in the service after he has once entered it.

The course is also designed to be of assistance to men who, though not intending to enter the government service, are planning to engage in some commercial business which has international dealings.

APPOINTMENTS BASED UPON EXAMINATION.

By the recent modifications of the United States' regulations governing eligibility for foreign service, examinations are now held for appointment of the following officers:

Consul, Class 8—Salary \$2,500.

Consul, Class 9—Salary, \$2,000.

Consular Assistant—Salary \$1,000 to \$1,800.

Vice Consul—Salary \$300 to \$1,500.

Deputy Consul—Salary \$300 to \$1,500.

Consular Agent—Salary not to exceed \$1,000.

Student Interpreter—Salary \$1,000 plus \$125 for tuition.

Interpreter in the Consular or Diplomatic Service—Salary according to the nature of the position.

Appointments to the office of Consul of class eight or class nine are made *only* on the basis of examination. The other positions *may* be filled without examination, but in that case the incumbent is not eligible for promotion to a consulship.

## University of California

## THE EXAMINATIONS.

The essential features of the regulations governing the examinations are as follows:

"No one shall be examined who is under twenty-one or over fifty years of age, or who is not a citizen of the United States, or who is not of good character and habits and physically and mentally qualified for the proper performance of consular work, or who has not been *specially designated by the President* (of the United States) for appointment to the consular service subject to examination.

"The examinations will be the same for all grades and will be to determine a candidate's eligibility for appointment in the consular service, irrespective of the grade for which he may have been designated for examination and without regard to any particular office for which he may be selected.

"The examinations will consist of an oral and a written one, the two counting equally. The object of the oral examination will be to determine the candidate's business ability, alertness, general contemporary information, and natural fitness for the service, including moral, mental, and physical qualifications, character, address, and general education and good command of English. In this part of the examination the applications previously filed will be given due weight by the Board of Examiners, especially as evidence of the applicant's business experience and ability. The written examination will include—French, German or Spanish, or at least one modern language other than English; the natural, industrial, and commercial resources and the commerce of the United States, especially with reference to possibilities of increasing and extending the foreign trade of the United States; political economy, and the elements of international, commercial, and maritime law. It will likewise include American history, government, and institutions; political and commercial geography; arithmetic (as used in commercial statistics, tariff calculations, exchange, accounts, etc.); the modern history, since 1850, of Europe, Latin America, and the Far East, with particular attention to political, commercial, and economic tendencies. In the written examination, composition, grammar, punctuation, spelling, and writing will be given attention.

"To become eligible for appointment, except as student interpreter, in a country where the United States exercises extra-territorial jurisdiction, the applicant must pass the examination outlined above, but supplemented by questions to determine his knowledge of the fundamental principles of common law, the rules of evidence, and the trial of civil and criminal cases.

"The examinations to be given candidates for appointment as student interpreters will follow the same course as in the case of other consular officers, provided, however, that no one will be examined for admission to the consular service as student interpreter who is not between the ages of nineteen and twenty-six, inclusive, and unmarried; and, provided further, that upon appointment each student interpreter shall sign an agreement to continue in the service so long as his services may be required, within a period of five years.

"The examinations are held only in Washington, D. C."

## University of California

## OUTLINE OF COURSE.

The admission requirements are identical with those of other students in the College of Commerce.

The completion of the first two years of work entitles the student to his Junior Certificate in the College of Commerce; and the four years' work, to his degree of Bachelor of Science.

The course, as outlined, should not be regarded as absolutely prescribed for all students. Some modifications may wisely be made to suit individual cases, but such changes should be avoided except when advised and approved by the Dean.

## FIRST YEAR.

	No of units.	
	1st half year.	2nd half year.
English 1A, Narration and Description.....	3	..
English 1B, Exposition .....	..	3
Modern Language .....	3	3
Mathematics 2A, Elements of Analysis.....	2	2
United States History .....	..	3
Economics 3A, Introduction to Econ., Geography.....	3	..
Economics 3B, Materials of Commerce.....	..	3
Economics A, Lectures on Commerce.....	$\frac{1}{2}$	$\frac{1}{2}$
Military, etc. ....	$4\frac{1}{2}$	2
Elective .....	3	2
	19	18 $\frac{1}{2}$

## SECOND YEAR.

Modern Language .....	3	3
Mathematics 2B, Elements of Analysis.....	3	3
Political Science 1A and 1B, Government.....	3	3
Economics 2, Principles of Economics.....	3	3
Economics 14, Introduction to Accounting.....	3	..
Economics 24A, Business Forms and Practice.....	..	3
Economics A, Lectures on Commerce.....	$\frac{1}{2}$	$\frac{1}{2}$
Military .....	$1\frac{1}{2}$	1
	17	16 $\frac{1}{2}$

## THIRD YEAR.

Modern Language (or English) .....	2	2
History, Latin America since 1850.....	..	3
History, U. S., since 1850.....	3	..
History 57, Europe in the 19th Century.....	2	..
Economics 6, History of Commerce.....	2	..
Economics 8, Banking .....	..	3
Economics 9, Public Finance .....	3	..
Economics 15A, Transportation .....	..	3
Economics A, Lectures on Commerce.....	$\frac{1}{2}$	$\frac{1}{2}$
Jurisprudence 10, Elementary Law and Jurisprudence....	2	2
Political Science 3, Latin American Institutions.....	..	3
Geography 45, Political Geography.....	2	..
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

## University of California

## FOURTH YEAR.

	No of units.	
	1st half year.	2nd half year.
Modern Language (or English) .....	2	2
Economics 8B, Money .....	3	..
Economics 8C, Foreign Exchange .....	..	2
Economics 35, Tariffs .....	3	..
Economics 30, Foreign Trade .....	..	2
*Economics 14C, Corporation Finance.....	..	2
Economics 27, Commercial Reviews and Trade Journals.	1	1
Economics A, Lectures on Commerce.....	1½	1½
Jurisprudence 18, Commercial Law.....	2	2
Jurisprudence 3, International Law.....	2	2
Oriental Languages, History of China and Japan.....	3	3
	<u>16½</u>	<u>16½</u>

\*Students planning definitely to enter the Consular Service should substitute Economics 31 (The Consular Service) for Corporation Finance, or should remain for a year in the Graduate School supplementing the work outlined above.

## LELAND STANFORD, JUNIOR, UNIVERSITY

(Stanford University, California)

BY DR. DAVID STARR JORDAN, PRESIDENT.

We are very strongly in favor of the application of Civil Service rules to consular service, and in favor of the building up of an organization which shall be like any other scientific or administrative bureau, in which a young man may be promoted from place to place as he shows capacity for higher things.

The Senate Bill 7804, seems to me well adapted for this purpose. It appears to me that the best training for the consular service is identical with the best training for the general service of business in foreign countries—the training in Economics and related subjects. It has seemed to us also that a thorough grounding in the principles of Economics, in American and other modern history, in Logic, and in the elements of different sciences, with the use of good English in writing and speaking, constitute the best training which can be given for this purpose. Beyond a certain point these fundamental general subjects are more important than the many specialized branches in which commercial studies naturally flow, which are of such a nature that the individual man will study them up whenever he has occasion to do so. In all these specialized professions, it is the general experience that the broad and thorough training in fundamental matters, with such knowledge of languages

**Leland Stanford, Junior, University**

as to make books and reports accessible, and such knowledge of good writing and good speaking as to make one's work effective, count for more than particular studies. In other words, such a course as a student can obtain from election in any of the larger universities is more effective than a specialized commercial course, which would give undue attention to the details of commerce—matters which a student may better pick up for himself when he is in the field; for any student will study his own specialty. He will not learn any more of history and language and general branches than he learns in the institution itself.

In Stanford University, the principal courses given outside of history, law, languages and English, which bear on this subject, are those in Money and Banking; Economic History; Transportation; Corporation and Trust Problems; Colonial Problems; the modern History of India, Japan, China, Australia, United States, Mexico, and the countries of Europe; Public Finance; Labor Problems; Economic Reform; Social Reform; Socialism; Value and Income; Taxation; Statistics; Political History of America, England, Germany, France and Japan.

**UNIVERSITY OF SOUTHERN CALIFORNIA**

(Los Angeles, California)

BY DR. GEORGE F. BOVARD, PRESIDENT.

I am heartily in accord with any movement that will offer a field in the government service for our able and energetic young men, who often find themselves after graduation uncertain as to their future career. In other countries where conditions are less fluid, and society is more organized and well-defined than in our own, the government takes care to utilize this material and thus improve its civil service; but it is only of recent years that our colleges and universities have spread over the land a network of well-equipped institutions, which are coming to be a matter of pride to patriotic Americans. Questions of curricula standards and degree-values have been fairly well settled, and the selection of suitable young men is now an easy task. Such a competition as that for the Rhodes Scholarships is valuable in stimulating the legitimate ambition of young Americans to get a wider field of activity than is offered locally.

**University of Southern California**

Meanwhile, during the same period that has marked the rise of our universities, international questions have become of immediate interest to the public at large. The acquisition of Hawaii and the Philippines, the Boxer War in China, the Portsmouth Treaty of Peace between Japan and Russia, and lastly the cruise of our warships round the world, have made the discussion of foreign affairs an every-day habit.

These two important developments in our national life, occurring during the same period, require to be correlated. Hitherto the ranks of our consular service have been recruited in a haphazard manner unworthy of a great nation. Political or personal claims were paid off with consular posts, and the men who were thus sent abroad to represent this country were usually unprepared for their duties. These facts you remark upon, justly, in your correspondence and literature. As the national flag floats over our consulates abroad, it is surely desirable that the men officially associated with the flag, should compare well with similar officials belonging to other nations. Otherwise the national flag is compromised.

The requirements the League insist upon meet with my approval. A scholarly acquaintance with his own language, a bearing such as is demanded of a college student who desires due recognition and promotion, a competent knowledge of history, geography, sociology and economics, and an ability to read freely some other language than his own, seem requisite in any desirable candidate.

The outlook in our institution, the University of Southern California, is broad and international, and both faculty and students take an immediate interest in foreign topics. To begin with, Los Angeles is close to the Mexican border, and Spanish is very generally spoken in the community. Then the city is on the highway to the Far East, and we have a large Oriental population. The city itself, with 300,000 inhabitants, has grown very rapidly and is cosmopolitan in its make-up and interests. Consequently, in the department of modern languages, the classes are large and the faculty is strong. As professor of French and Italian we have an Austrian who lived for a long time in Italy and holds an Italian degree. The professor of Spanish has spent many years of her life in Mexico and is intimately acquainted with the Spanish language and customs. The professor of German is a European bred and born. The head professor in the English Department is a trained linguist, who has lived on the

### University of Southern California

continent of Europe, and was for years in one of the Universities of Asia. The department of Sociology and Economics is rapidly growing and strengthening under a head trained in one of the great Eastern Universities.

Every year we have, in consequence, material that is immediately available for government use abroad; young men trained to orderly habits of mind and life and anxious to find a scope for their activities; who are well prepared in more than one foreign language, and are able to give a good account of themselves in a foreign land. With the problem of immigration becoming more and more dangerously critical, it seems likely that we must strengthen our consulates abroad and throw new and heavier responsibilities upon our consuls. For this purpose we shall require a steady supply of well-educated, capable, and patriotic native Americans who can be trusted to carry out the national policy in a worthy way; men who depend for reputation and promotion upon their professional efficiency as consular officials, and not upon political wire-pulling.

I wish then to speak very emphatically of the desirability of using our universities as training schools for our government officials. The policy will react favorably upon the Universities by furnishing good students with adequate stimulus; and will be very fruitful in giving the nation its proper place abroad among foreign communities. Moreover, the needed strengthening of the personnel of our consular corps will help to enlarge the markets for American trade, by making the consulates better centers of information and advice, and worthier of the flag they carry.

## CORNELL UNIVERSITY

(Ithaca, New York)

By DR. JACOB GOULD SCHURMAN, PRESIDENT.

I am in hearty sympathy with any movement calculated to improve our foreign service, and I should especially favor the enactment of a consular law on the basis of the merit system of examination, appointment and promotion, which will give to university graduates of special training a wider entry into this service independent of political influence or party favor.

The rapidly extending interest of the United States in its foreign trade makes advisable the training of as many young men as



### Cornell University

possible for work not only in the consular service but also in those other departments of our government which have to do with our foreign trade, such as the Bureau of Manufactures and the Customs Service.

The leading foreign countries have for many years been able to secure through proper training at their universities men admirably fitted for their consular and diplomatic service. Moreover, inasmuch as these appointments have been made usually upon merit, frequently after a competitive examination, young men of ambition and of a reasonable amount of ability have been able to look ahead to a diplomatic or consular career with a reasonable certainty that their hopes would be realized. Many of these consular posts for foreign countries have, in addition to the regular employes at the consulate, also an economic expert, connected either with the embassy or with one of their most important consulate generalships, whose business it is to study carefully the productive resources of the country which might become available at advantageous rates for importation into the home country, and likewise to keep himself informed in regard to the market demand in the foreign country for the products of the home country. This economic expert is expected also, after making careful investigations, to send replies to questions of home business men, thus to a considerable extent relieving the consul from this burdensome duty for which in many instances he would have neither the time nor the training. It is perhaps a matter open to discussion whether the federal government ought to provide in this way a type of advance agent for our exporters, but the consuls have heretofore found themselves under the necessity of replying to such inquiries and if the work is to be done at all it should be done well.

Representative business men and government officials of foreign countries have frequently spoken of the practical character of the reports made by the consuls of the United States as compared with those made by the representatives of other countries. It is often said that our consular reports show that our consuls have in many instances been practical business men, and that they thus recognize the type of report that will suit the needs of the business men at home, better than a mere school expert. Beyond question, there is some truth in this contention. With the special training in foreign markets, the methods of commerce, the principles of exchange, etc., that the economic expert in the foreign country ought to have,

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should be joined some of the practical experience of the business man. Inasmuch, however, as these special places mentioned are, relatively speaking, few, it ought to be possible to secure for such positions men who have not only had practical business experience but who are also trained economic experts such as our universities are able to supply. At all events, whatever the method of selection may be, partisan politics should not be a feature in selecting the expert and the appointment should be made solely on the ground of fitness for the position.

Beyond doubt, for the filling of most places in the consular service, as well as those places allied with our foreign trade in the home country, the best results will generally be secured by promotion based upon ability and efficiency as shown in the service, from the lower grades to the higher, with the original appointments to the lower grades based upon a competitive examination.

Cornell University has very good facilities for preparing men for these positions. Its courses are ample in all of the necessary foreign languages, except perhaps for an occasional candidate who might wish to be sent to the Far East, and to show the scope of these courses I need only call attention to the amount of instruction offered in the Germanic languages, including modern Danish and Netherlandish; French, Italian, Spanish, and Portuguese. Likewise, our courses in history, international law, politics and economics are unusually strong, and several of these courses, such as those in "economic legislation," "money, credit and banking," "public finance," "the principles of business management," "the science of accounts," "commerce and commercial policies," "economic statistics," are peculiarly adapted for training for the positions under consideration. But a course of study calculated to train men for the foreign service would be incomplete if it did not cover a considerably wider range of subjects, and I would also add to the above list of special courses those which we offer in ancient, medieval and modern history, particularly the history of the United States and of modern Europe, in all of which our courses of instruction are very complete, while the courses in the geography of North America and the geography of Europe, the political and social conditions in the Far East, municipal government in Europe and in the United States, geographical botany, and practical and economic geology, also deserve mention in this connection.

## INDIANA UNIVERSITY

(Bloomington, Indiana)

PRESIDENT, WILLIAM LOWE BRYAN, PH. D.

BY PROFESSOR AMOS S. HERSHEY.

The following courses of the Indiana University are especially suitable for young men wishing to prepare themselves for the consular or diplomatic service:

I. IN HISTORY AND POLITICAL SCIENCE: Besides the various courses in Greek, Roman, Medieval, Modern, European, English and American History:

1. A course on the "American Commonwealth," state and national, including a study of the American party system, together with a brief sketch of the political parties in the United States. This course runs throughout the Fall and Winter Terms (three hours per week) and is repeated daily during the Spring Term.

2. A course on "Government and Parties of England." This is mainly a study of the recent work by A. Lawrence Lowell entitled "The Government of England." It is given during the Fall Term and is followed in the Winter Term by a study of

3. "Governments and Parties of Continental Europe." This is a comparative study of the leading political institutions, parties and administrative systems of the leading States of the Continent of Europe as they exist at the present time.

4. The courses indicated above naturally lead up to a more abstract and philosophical study of the nature, origin, form and functions of the State, together with an analysis of the structure and province of government. Such a course is given in the Spring Term. It is entitled "The History of Political Ideas and the Theory of the State."

5. In addition to these courses, which form more or less of a connected whole, we have a two hour course running throughout the year on "American Diplomatic History." This is a study of the history of our foreign affairs or international relations from 1776 to the present time. There is also a two hour course running throughout the year entitled

6. "American Political Discussions." This is a study of some of the more notable contributions to American political and constitutional history and is designed to give the student a first hand knowledge of the materials bearing on important topics in American History.

**Indiana University**

7. A two hour course on "International Public Law" running throughout the year. The following are among the topics studied under this head: the rights and duties of States in their normal relations, or the law of peace; arbitration; intervention; diplomacy; the laws of war and neutrality; maritime law, with special attention to the law of the high seas, territorial waters, contraband and blockade, etc.

8. The Department of History and Political Science also offers opportunities for special research work in Seminars on American and English History and a Seminary on International Law and Diplomacy.

II. Besides courses in Corporations, Transportation, Insurance, etc., the DEPARTMENT OF ECONOMICS AND SOCIAL SCIENCE offers the following courses, which would seem to be particularly suitable as a means of preparation for the consular and diplomatic service:

1. "Political Economy." This course (which is given during the Fall and Winter Terms and is repeated in the Spring Term) furnishes an introduction to the leading principles of economic science and is designed as a basis for more advanced studies in Economics.

2. "The Economic History of England and the United States." This is a two hour course running throughout the year, which is perhaps sufficiently described by its title.

3. "The Principles of Commerce." The leading topics discussed are as follows: The mechanism and materials of commerce; problems of international trade; methods of promoting and regulating commerce; the history of commerce, etc. The above is a three hour course and is given in the Spring Term of alternative years. It alternates with a course on

4. "Commercial Geography," which deals with such problems as modern methods of transportation; the economic aspects of colonization; the relations of commerce and politics, and the newer regions of production and consumption.

5. "Money, Banking and the Money Market." A two hour course running throughout the year. It includes such topics as international bimetallicism; the rates of discount and exchange, domestic and foreign; international payments and accounting; the causes and results of financial crises; stock and produce exchanges; and a comparison of the banking systems of leading foreign States.

#### Indiana University

6. "Public Finance." A three hour course running throughout the year. It is mainly devoted to a study of the revenues and expenditures of the various political units, local, state and national, and to the leading features of financial administration, taxation and public debts. It also includes a study of the financial history of the United States and a detailed study of the tax system of Indiana.

7. "Accounting and Business Practice." This is a two hour course which runs throughout the year. It is designed to give a thorough knowledge of the theory of accounting and auditing, and the methods actually employed by corporations. It includes a study of and practice in the preparation of the most important business forms and the practice of commercial correspondence.

8. There are also courses on "Corporation Economics" and "Business Organization and Management." These courses treat of such subjects as the mechanism, incorporation and financing of modern business corporations; the location and arrangement of factories, their division into departments, marketing of products, exchanges, wholesaling and retailing, advertising, credits and collections, etc.

Indiana University, of course, furnishes opportunities for the study of modern languages, including Spanish and Italian. The Indiana School of Law offers a three years' course in Law, including a number of subjects, the study of which would doubtless prove profitable to the candidate for a position in the service.

I am in thorough sympathy with your plan to apply the merit system of competitive examination and promotion on the basis of fitness and service to all branches of the consular service, and heartily approve of the bill which you have framed to achieve this result. I want to call your special attention to the fact that our leading colleges and universities are now offering courses which will greatly assist in preparing young men for the larger field of international trade which is assuming such vast dimensions in our day.

## IN RE A NATIONAL CONSULAR SCHOOL

PREAMBLE AND RESOLUTION DISAPPROVING OF THE CREATION AND MAINTENANCE OF A NATIONAL CONSULAR SCHOOL BY THE UNITED STATES GOVERNMENT. ADOPTED BY THE BOARD OF DIRECTORS OF THE NATIONAL BUSINESS LEAGUE OF AMERICA, AT CHICAGO, FEBRUARY 15, 1909.

"WHEREAS, Certain bills have been introduced in the Senate and House of Representatives of the United States for the establishment of a National Consular School; and

WHEREAS, FIRST—The measure provides that all candidates for the consular service shall be appointed from the graduates of the National Consular School, except whenever there be no graduates available the President may fill vacancies by appointments at large—a discriminatory provision which would practically exclude graduates of the consular and commerce schools of our leading universities, which during the last few years have at great expense provided courses to fit young men for the foreign service;

SECOND—Eligibility for examination for entrance to the consular service should be freely accorded to every educated American citizen of good repute, of the ages of 21 to 40 years, both inclusive;

THIRD—Appointments under the executive order of June 27, 1906, are now largely made from the graduates of the consular and commercial schools of our great universities, as indicated by the last consular examination report of the State Department;

FOURTH—A National Consular School would inevitably be of great cost to the government, while the university schools are conducted without the outlay of a single dollar by the government;

FIFTH—A consular school owned and operated by the government possibly might be controlled politically and the management liable to change with every change of administration; *Corrected*

SIXTH—A movement for a National Consular School at this time will be confused with and handicap the efforts of business interests to secure enactment of a law, under which the consular service may be permanently reorganized on the basis of the "Merit System," as provided by the regular consular bill (Cullom-Sterling bill) now introduced in the Senate and House, which bill contains the basic principles of the temporary executive order of June 27, 1906; therefore, be it

**In Re A National Consular School**

RESOLVED, That the Board of Directors of the National Business League of America hereby disapproves of all measures for the establishment of a National Consular School, especially as adequate facilities for fitting young men for the American foreign service are abundantly supplied by American universities."

The foregoing expresses the opinion of the Board of Directors of the League and many commercial organizations on the proposition for the creation of a National Consular School, to be owned and operated by the Government. The symposium of the universities herein presented conclusively shows that ample means are at hand for educating young men for all departments of the Government foreign service, and for the exporting and importing service as well.

The educational facilities being sufficient, it is suggested that the money which would be wasted on a National Consular School be devoted to a *complete Americanization* of the consular service, and increasing the compensation of our consular officials to a point where the positions will attract the best men, with the purpose of making an extended career in the service.

## AN ADEQUATE CONSULAR LAW

During the forty years preceding the decade just closing, a few spasmodic attempts were made to improve the American consular service, with no permanent results worth mentioning; but as our natural, industrial and commercial resources and output increased in volume and complexity, larger foreign markets and a thoroughly competent foreign service became correspondingly imperative. Therefore, early in 1899, a few leading business organizations began a systematic effort to secure the enactment of a law, based on the "Merit System," to insure the selection of competent men only, as our commercial representatives abroad.

From time to time, various consular bills were introduced in the Congress, without result. Finally, in 1905, the Lodge Bill, No. 1345, was drafted by Secretary Root and Senator Lodge. Following the usual course, that bill (which was heartily endorsed by the entire business interests of the United States) was referred to the Senate Committee on Foreign Relations and the House Committee on Foreign Affairs, where it, after mutilation almost beyond recognition, was reported to the Committee of the Whole of the Senate and House and passed practically without debate, April 5, 1906.

The enacted remnants of the Lodge Bill provided for a graded service; substituted salaries for fees, without, however, increasing the compensation of consular officials; partially Americanized the service; provided for five inspectors of consulates, and decreed that no consular representative receiving a salary of more than \$1,000, shall transact business for a compensation outside the service. Several other provisions of minor importance were enacted.

After the few remaining fragments of the Lodge Bill were made a part of the national statutes, Secretary Root assembled a commission or board of able consular officials which, assisted by Mr. Wilbur J. Carr, then the efficient Chief of the Consular Bureau, framed the Executive Order of June 27, 1906. That Order practically covered the merit provisions eliminated from the original Lodge Bill by an unfriendly Congress. Thus, so far as efficiency is concerned, whatever improvement in the consular service has been made during the last three years should be largely credited to President Roosevelt's timely order. But, unfortunately, that decree is but temporary, and certain to be disregarded in the future through the change of party administration, which, in a republic like the United States, is inevitable.



### An Adequate Consular Law

Thus it is manifest that the strenuous efforts put forth these many years by business interests for permanent consular improvement are seriously short of results. The law is grossly inadequate. The Executive Order is but a transitory rule of action. The business interests of this country are keenly dissatisfied, and justly so, that the great movement for foreign commercial advancement promises to be so barren of permanent results; hence from a strictly business viewpoint another consular bill, originally introduced in the Sixtieth Congress, has been presented for the consideration of the Sixty-first Congress.

Following is a summary of the vital provisions covered by the bill (S. 1053 introduced by Senator Cullom, identical with H. R. 6862, introduced by Representative Sterling) now in Congressional committee, and mostly included in the original Lodge Bill before enactment and thereafter in the Executive Order of June 27, 1906.

SEC. 2, Provides for promotion of consuls from the lower grades upward, based upon ability and efficiency as shown in the service. Promotion of the minor officials and assistants, on the basis of ability and efficiency as shown in the service, and by new appointments based on satisfactory examination.

SEC. 3, Provides for the creation of an Examining Board for admission to the consular service. The bill slightly differs from the Lodge Bill and Executive Order in its provision for the personnel of the Board, by making the Chief of the Consular Bureau, the Chief of the Bureau of Manufactures of the Department of Commerce and Labor, and the Chief Examiner of the Civil Service Commission the three members of the Board. This will give the industrial and commercial interests of the country a representative on the Examining Board, who should be able to assist in directing examinations along industrial and commercial lines. As provided by the Executive Order, now operative, two officials of the Department of State and one official from the Civil Service Commission constitute the Board of Examiners. From a strictly business viewpoint, however, it is believed that the bill contemplates an ideal combination by including the Chief of the Bureau of Manufactures.

SEC. 4, Provides for the formulation of rules for examinations by the Board of Examiners; names special qualifications to be required of candidates for examination; examination papers to be rated

#### **An Adequate Consular Law**

in a scale of one hundred, with eighty as the minimum. Candidates must be not under twenty-one nor more than forty years of age, of good character and habits, and physically and mentally qualified for the proper performance of consular work. The Executive Order provides that the maximum age limit for examination shall be fifty years, but business interests generally favor a forty-year limit.

SEC. 5, Provides adequate rules for the filling of vacancies in the service.

SEC. 6, Provides for the promotion of minor officials and completely Americanizes the service.

Neither the original Lodge Bill provided, nor does the Executive Order provide, for the complete Americanization of the service; the objection raised being that the enactment of such provision would necessitate an extra appropriation for salaries by the Congress. If, however, by an extra expenditure the American consular service can be made American in fact as well as name the Congress of the United States could hardly make a more beneficent appropriation. Another objection is that we are short of capable young men who speak the necessary foreign languages; an argument hardly tenable, as the consular schools of our great universities are abundantly equipped to supply all demands of our foreign service in this direction; besides the bill does not provide for the immediate elimination of the foreign element from the consular service. If no more are admitted the foreigners will gradually drop out and their places be filled by American citizens. The practice of conducting any part of the American consular service through the agency of foreigners, who inevitably must be privy to our trade secrets, is believed to be vicious in the extreme. It is an evil evident and condemned for more than a hundred years, and should be discontinued regardless of any financial cost of filling all consular positions with bright, ambitious young Americans. Only Americans should be placed in charge of the American foreign service.

In this connection and especially pertinent are the words of James T. DeBois, Consul-General at Singapore; formerly Consul-General at St. Gall:

"Thoroughly Americanize the American consular service and keep it Americanized; for while we must have a foreign service, there is no good reason why we should have a sub-service of for-

### **An Adequate Consular Law**

eigners. The day will come when no American consular shield and no American flag will be placed above foreign soil unless a representative American citizen is placed beneath these to take care of the business of the American government."

SEC. 7, Provides that as between candidates of equal merit, appointments shall be so made as to secure proportional representation of all the states and territories in the consular service; political affiliations of the candidates not to be considered.

SEC. 8, Provides that all appointments of consuls and consuls-general shall be made to grades instead of places.

The commercial importance of many of the consulates are continually changing with the currents of trade, throwing them either into lower or higher grade. New consulates are created. Some outlive their usefulness and are abolished; therefore, in order to effect the changes in question, amendatory legislation will hereafter be necessary by every Congress, unless the present law be so amended as to empower the President to make the assignment to such places in the grades as he may deem proper, according to the plan of the original Lodge Bill.

SEC. 9, Provides that the government shall bear the actual expense of transferring a consul or consul-general, his family and his effects, when ordered to a new post.

This is a righteous provision. Many of our consular officials are greatly underpaid; therefore it is manifestly unjust to burden them with an outlay for transportation from post to post.

The section of the Executive Order providing that persons in the service of the Department of State, with salaries of \$2,000 or upwards, shall be eligible for promotion on the basis of ability and efficiency as shown in the service, to any grade of the consular service above class eight of Consuls, has been omitted from this consular bill, for the reason that such practice would destroy the entire system of promotion from grade to grade; except that entrance of such persons to the service be confined to the lowest grade. According to the Executive Order, a vacancy occurring in the third grade could be filled by a person from the State Department to the exclusion of a competent official in the next lower or fourth grade. This is not equitable. There should be no break in the chain of advancement from grade to grade, otherwise all incentive to make a

### An Adequate Consular Law

career in the consular service will be lost. Should it be necessary, as it has been, to send some official of the Department of State on a special mission abroad in the interest of the consular service, the President undoubtedly would have the power so to do, but such person should not, during such mission, enter the graded service above class eight to fill a vacancy.

For full information as to details, the complete text of the Cullom-Sterling bill, for permanent consular improvement and commercial enlargement, follows:

*"Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the consular system of the United States be reorganized in the manner hereinafter provided in this Act, and under such rules and regulations not inconsistent herewith as shall be prescribed by the President, subject always to the advice and consent of the Senate.*

SEC. 2. That vacancies in the office of consul-general and in the office of consul above class eight shall be filled by promotion from the lower grades of the consular service, based upon ability and efficiency, as shown in the service. Vacancies in the office of consul of class eight and of consul of class nine shall be filled—

(a) By promotion on the basis of ability and efficiency, as shown in the service, of consular assistants and of vice-consuls, deputy-consuls, consular agents, student interpreters, and interpreters in the consular or diplomatic service who shall have been appointed to such offices upon examination.

(b) By new appointments of candidates who have passed a satisfactory examination for appointment as consul, as hereinafter provided.

SEC. 3. That the Chief of the Consular Bureau, the Chief of the Bureau of Manufactures of the Department of Commerce and Labor, and the chief examiner of the Civil Service Commission shall constitute a board of examiners for admission to the consular service.

SEC. 4. That it shall be the duty of the board of examiners to formulate rules for and hold examinations of applicants for admission to the consular service. The scope and method of the examinations shall be determined by the board of examiners, but among the subjects shall be included at least one modern language other than English; the natural, industrial, and commercial resources and the

### **An Adequate Consular Law**

commerce of the United States, especially with reference to the possibilities of increasing and extending the trade of the United States with foreign countries; political economy; elements of international, commercial, and maritime law. Examination papers shall be rated on a scale of one hundred, and no person rated at less than eighty shall be eligible for certification. No one shall be examined who is under twenty-one or over forty years of age, or who is not a citizen of the United States, or who is not of good character and habits and physically and mentally qualified for the proper performance of consular work.

SEC. 5. That whenever a vacancy shall occur in the eighth or ninth class of consuls which the President may deem it expedient to fill, the Secretary of State shall inform the board of examiners, who shall certify to him the list of those persons eligible for appointment, accompanying the certificate with a detailed report showing the qualifications, as revealed by examination, of the persons so certified. If it be desired to fill a vacancy in a consulate in a country in which the United States exercises extraterritorial jurisdiction, the Secretary of State shall so inform the board of examiners, who shall include in the list of names certified by it only such persons as have passed the examination provided for in this Act, and who also have passed an examination in the fundamental principles of the common law, the rules of evidence, and the trial of civil and criminal cases. The list of names which the board of examiners shall certify shall be sent to the President for his information.

SEC. 6. That it shall be the duty of the board of examiners to formulate rules for and hold examinations of persons designated for appointment as consular assistant, or as student interpreter, and of such persons designated for appointment as vice-consul, deputy consul, and consular agent, as shall desire to become eligible for promotion. The scope and method of such examination shall be determined by the board of examiners, but it shall include the same subjects hereinbefore prescribed for the examination of consuls. Any vice-consul, deputy consul, or consular agent now in the service, upon passing such an examination, shall become eligible for promotion as if appointed upon such examination. All proposed promotions in the consular service shall first be approved by the examining board, which shall be advised by the Chief of the Consular Bureau in regard to the service records of the candidates for promotion. No promo-

### **An Adequate Consular Law**

tion shall be made except for efficiency, as shown by the work that the officer has accomplished, the ability, promptness, and diligence displayed by him in the performance of all his official duties, his conduct, and his fitness for the consular service. No person who is not an American citizen shall be admitted to the consular service as a consular assistant, vice or deputy consul, consular agent or student interpreter.

SEC. 7. That as between candidates of equal merit, appointments of consuls-general and consuls shall be so made as to secure proportional representation of all the States and Territories in the consular service; and neither in the designation for examination or certification for appointment will the political affiliations of the candidates be considered.

SEC. 8. That all appointments of consuls and consuls-general of the United States shall be made to grades instead of places, and the President shall make assignments to such places as he may deem proper.

SEC. 9. That the United States' Government shall bear the actual expense of transferring a consul or consul-general, his family and his effects, when ordered to a new post.

SEC. 10. That this Act shall take effect ninety days after its passage.

SEC. 11. That all Acts or part of Acts inconsistent with this Act are hereby repealed."

The principal provisions of the bill have been commended and their enactment strongly urged by business interests all over the country, but notwithstanding all appeals, the Congress has failed to act.

The only argument yet advanced against enactment of the "Merit System" of examination, appointment and promotion is that of unconstitutionality. Certain members of the Congress seem to be afraid of depriving the President of a constitutional right, but evidently that fear is not shared by an eminent constitutional authority—Elihu Root. Referring to the original Lodge Bill, after its emasculation by our national legislators, Mr. Root said:

"Congress simply was asked to establish, with the President's concurrence, the same sort of rules for appointments in the consular service that have long been established and maintained in regard to appointments in the Army and Navy. Regulations of this kind are practically effective and there is no earthly reason why Congress and the President should not agree upon

### An Adequate Consular Law

them just as they have agreed upon them as to the Army and Navy. The difference between regulations so agreed upon, incorporated in a statute, and regulations made by the President alone is largely a difference of permanence. If they are put in the statute they will continue indefinitely. If they are only established by an Executive Order, they are liable to be changed as administrations change."

The present bill does not take from the President the power to nominate and appoint, nor deprive the Senate of the right to advise and consent; it simply insures, beyond peradventure, the selection of competent men. Furthermore, the authors of the constitution never intended that appointments to the consular service should take the form of party rewards at the expense of industrial and commercial interests. To persist then in using the service as a political asset, or refuse to enact an ironclad law to permanently prevent such practice, seems unjust and un-American.

In brief, the issue is the "merit system" against the "spoils system"; the business man and the educator against the spoils politician; the commercial betterment and prestige of the nation against the aggrandizement of the few. In these progressive years, however, there is no uncertainty as to the outcome, but the vital question of the hour is: Will the Sixty-first Congress rise to the occasion, enact an *adequate consular law* and receive the everlasting commendations of the people, or allow some responsive successor to carry off the honors? "If it be not now, yet it will be; the readiness is all."

## REPRESENTATIVE OPINIONS

As indicating the general trend of public opinion against the "spoils system" and prophetic of the promising future of specially trained young men in the American foreign service, when the "merit system" of examination, appointment and promotion is made permanent by law, the League presents the following:

The spoils system of making appointments to and removals from office is so wholly and unmixedly evil; is so emphatically un-American and undemocratic, and is so potent a force for degradation in our public life, that it is difficult to believe that any intelligent man of ordinary decency who has looked into the subject can be its advocate. As a matter of fact, the arguments in favor of the "merit system" and against the "spoils system" are not only convincing, but they are absolutely unanswerable.

In a nutshell, the spoils or patronage theory is that public office is primarily designed for partisan plunder.

THEODORE ROOSEVELT.

Character, tact and common sense are the prime requisites for a successful consular career. Without these no man will measure up to the requirements of the foreign service. Add to these a university course and specialized training that now obtains in the George Washington University College of the Political Sciences, and the government would have a corps of young men thoroughly equipped for consular work. *This century will witness the fiercest and most stubborn commercial battle ever waged for the markets of the world, and only well disciplined soldiers of commerce should be placed on the picket lines.*

JAMES T. DuBOIS,

American Consul-General at Singapore, Straits Settlements;  
formerly Consul-General at St. Gall, Switzerland.

One admirable effect of the adoption of the merit system in the selection of consuls will be the stimulating and encouraging of the young men of the country to prepare themselves, through the training of educational institutions and otherwise, for fulfilling the high and important duties of representing the nation in foreign lands. Thus will be created a body of citizens possessed of special qualifications for the work involved.

LUTHER LAFLIN MILLS.



### Representative Opinions

However commendable the policy of the present administration may be in making consular appointments, a standard of high efficiency will not be reached or maintained until the principles governing such appointments, together with some fixed systems of promotion, have been *enacted into law*. As such law would preclude political or partisan considerations in making consular appointments, and assure permanency of office to the faithful and capable, and as promotion would then be governed by the trustworthiness, capability and zeal of the incumbent in the performance of his duties—the service would attract the ambitious and educated among our young men, and ultimately place in these important representative positions some of the best brain of the country.

ROBERT J. GROSS.

The ranks of the consular service should be recruited from college and university men trained in language, political science, economics and commerce. Thus far men with adequate training for the work have, for the most part, been unwilling to become candidates for positions in the consular service because there is no assurance of a future, for even if the places were obtained it would be a question of only a short time until the men were displaced by political appointees.

Indeed, there is no department of government in which the argument is stronger for a merit system than in the consular service.

DR. CHARLES R. VAN HISE,

President of the University of Wisconsin.

The merit system of appointment to the American Consular Service would open up a wide and promising field for many bright young men who may graduate from the technical schools of our great universities.

HELGE A. HAUGAN.

I believe our consular service ought to be Americanized and made as efficient as possible. By the application of the merit system young men can educate themselves for this service, and enter it with a feeling that whatever ability and efficiency they render will be recognized, and promotions come to those who deserve them. This, in my judgment, will result in a very great improvement to the service, which will redound to the benefit of our government and its commerce.

JAMES H. DAVIDSON,

Member of Congress from Wisconsin.

### Representative Opinions

I regard the kind of facilities which you are proposing to afford as of very high importance in the building up of a foreign service of a high standard, and I think it is fair to anticipate that, other things being equal, *the men who avail themselves of such opportunities for preparation will inevitably receive the appointments, subject only to the limitations of number in the service and the geographical distribution among the states.*

Your proposal has the advantage of establishing a university relation between the proposed school and the other branches of university education, and this is something which I think is practically essential to the successful establishment of such a school.

ELIHU ROOT.

To Dr. Richard D. Harlan, of the College of the Political  
Sciences, The George Washington University.

I am very strongly of the opinion that if our American consular service is ever to do for the United States what we may fairly expect of it, it will be necessary to attract to this department of the government the brightest and best educated young men of the country.

A Consul should be a man especially alert, with quick eye and open mind to receive impressions; with trained intellect to enable him to follow up suggestions; with ambition to do public service, and with a will to enable him to carry out properly conceived plans. Such young men ought to receive the very best training which our colleges and universities can give them before they take up the particular work of the service itself. If we select such men for the lowest grades and promote them for good service to the higher positions, we may fairly hope to develop in the long run a consular service worthy of the American nation.

DR. EDMUND J. JAMES,  
President of the University of Illinois.

## "ALL'S WELL THAT ENDS WELL"

A pointed and timely editorial from the Domestic Supplement of the American Exporter of New York, for June, 1909.

"A shiver of fear went through the ranks of the large and growing army of those who are interested in the permanent reform of the consular service when it was announced during the closing days of the Roosevelt administration that the examination of consular candidates set for March 15 had been indefinitely postponed, and that all the designations for such examination had been canceled. On all hands the question was asked, 'Is it possible that under President Taft and Secretary Knox there is to be any return to the mire of the Spoils System?'"

"Those who were interested in consular reform comforted themselves with the theory that this announcement meant nothing but an act of comity to the incoming administration in order that it might be free to make its own arrangements and fix its own dates. But, whatever may have been the motive for that disquieting notice, every one was greatly relieved by the ultimate announcement that an examination would be held in May, and that all the designations for such examination that were made during the previous administration would hold good for the May examination."

"For ourselves, we have felt sure that a man of Judge Taft's large experience in the public service would tolerate no reaction toward the Spoils System, and that the ground so hardly won under President Roosevelt's executive order of June, 1906, would not be lost. We have also been informed that when Secretary Root was asked by certain representatives of the business interests of the country as to how the new Secretary of State would stand on this question, he expressed the opinion that if any one suggested such a reaction, 'Secretary Knox would throw such a man out of the window!' We believe that although short of stature, the Secretary is big enough, mentally and politically, to do that very thing; and we are sure that under the new administration the movement for placing the consular service permanently upon the civil service basis will go right forward.

"The business interests of the country will tolerate no 'back track' on this subject, and the President and his Secretary of State may rest assured that they will have the active, organized and vociferous support of those interests in the resistance which we are

**"All's Well That Ends Well"**

confident the present administration will present to any or all attempts of the Spoilsmen, in and out of Congress, to regain that foothold in the consular service from which they have begun to be dislodged.

"The consular service is 'a public trust,' for the extension of American influence and American commerce. It must never again be allowed to degenerate into a public trough, wherein, during each change of administration, the appointees of mere spoilsmen may take their turn, and 'wax fat' at the expense of the American export trade.

"But 'all's well that ends well.' And yet there is no harm in asking this pertinent, practical question: 'What encouragement would there be for the George Washington University to build up its most promising consular training school at the National Capital, and for the other universities to develop various courses looking in the same direction, unless the new administration is to clinch the reform already achieved; and unless it goes still further and lends all its weight in favor of some such bill as the Cullom-Sterling bill, recently introduced into Congress, by which statutory standing and permanency would be given to the reform regulations which now rest merely upon an executive order?"

"The Democrats may come in in 1912; stranger things might happen. And when parties change, the pressure for patronage, as a reward for party service, becomes so fierce that unless the present consular reform regulations are buttressed by statute, nothing will be sure.

"We say this in no partisan spirit; for the same thing would be true if those reforms had been won under a Democratic administration and the Republicans were just now coming into office."

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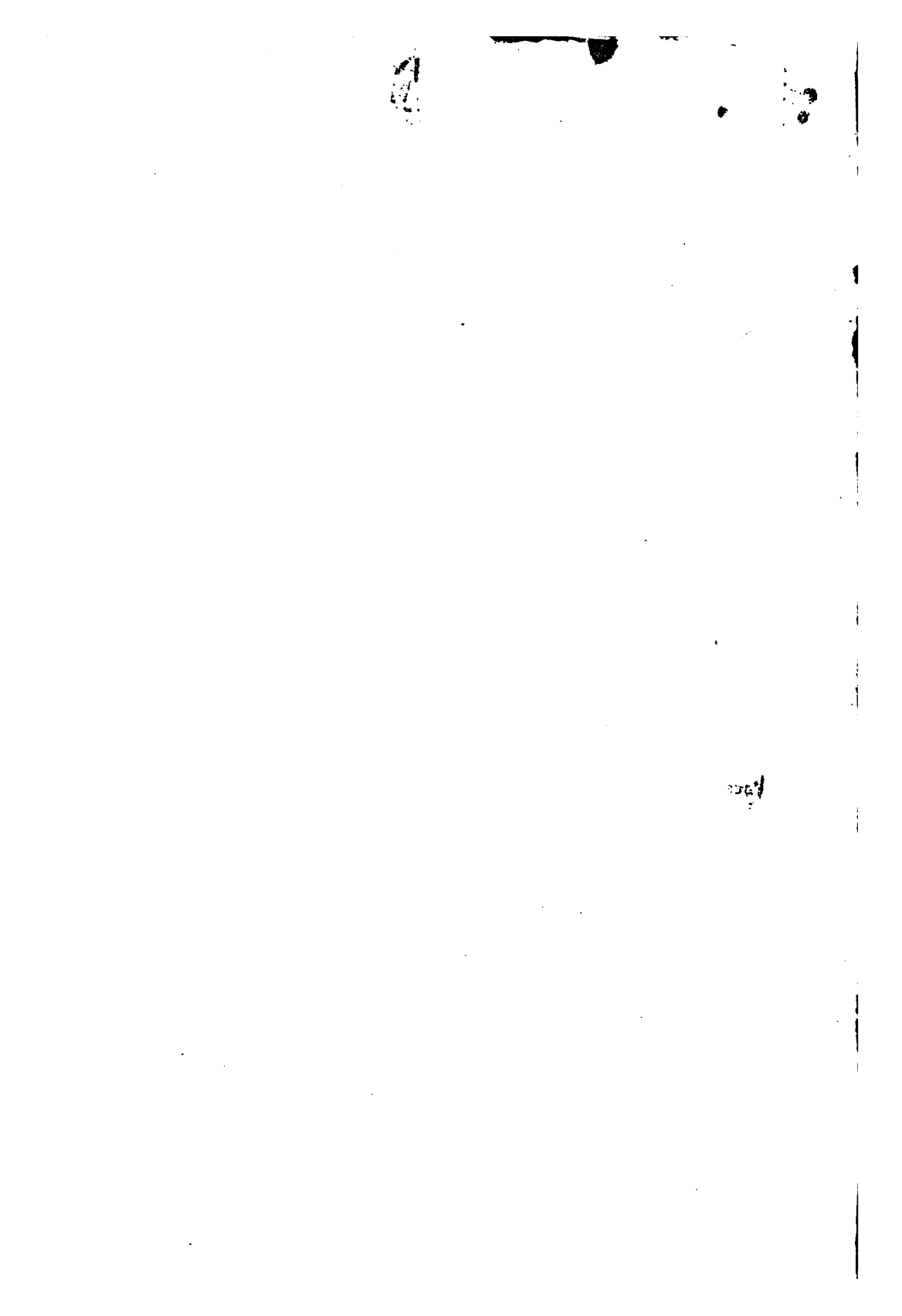
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of recent failures in other contests.

## CONSULAR SERVICE REFORM.

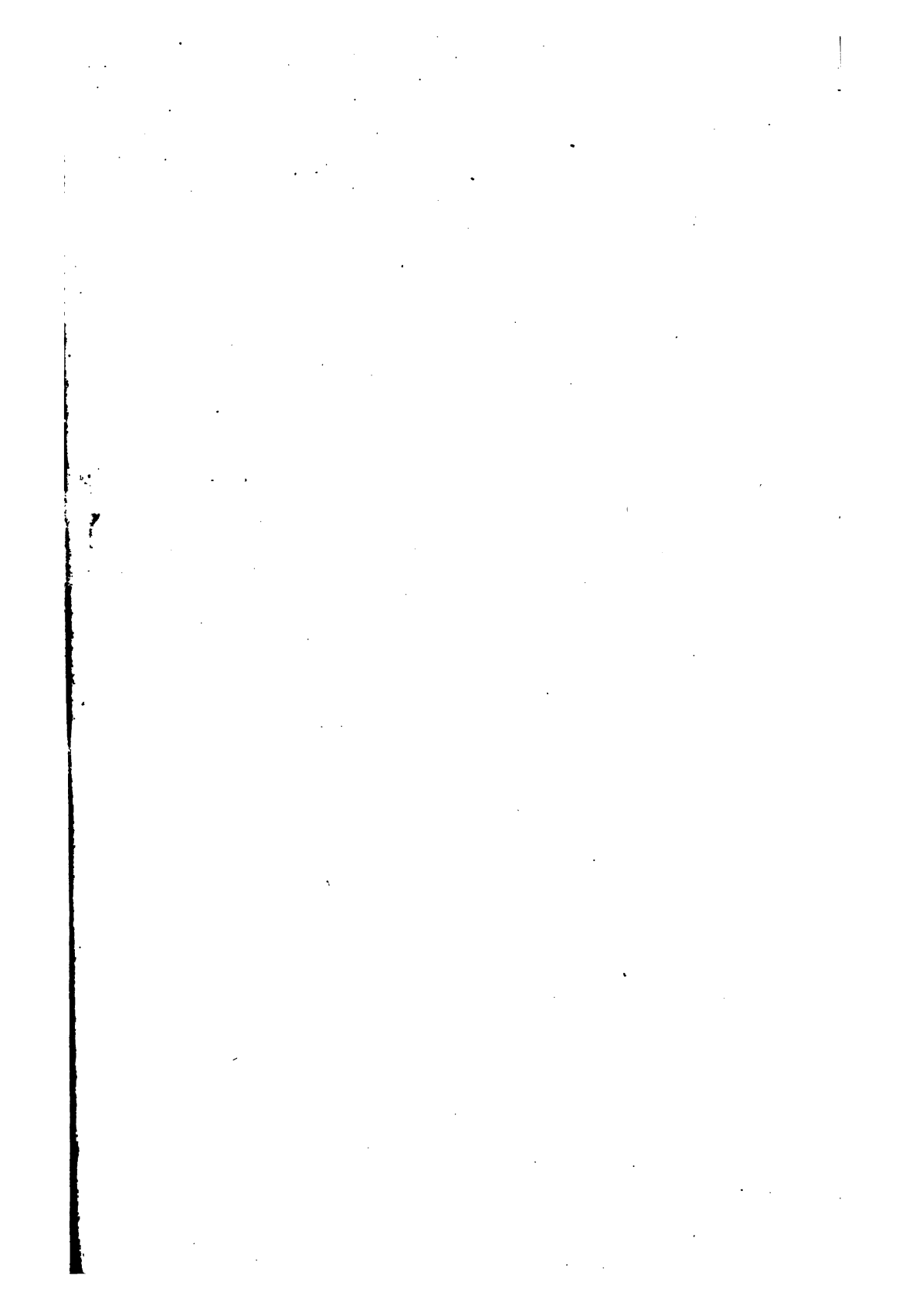
Seven years ago at the annual meeting of the National Business League of America in Chicago, when reform of the American Consular Service was under discussion, Dr. William Rainey Harper called attention to the fact that within five years twenty American universities had established colleges of commerce and administration. The words of Dr. Harper led to a vigorous argument to correspondents of some of the leading universities of the United States for the purpose of ascertaining the facilities which they had for fitting young men for

the consular service of their country. The work that the League has been engaged in for some years is supported and upheld by the opinions of the educators. It has been recognized by business men in the last few years that the consular and the diplomatic services should be lifted entirely out of politics. Within a few years the State Department itself has been engaged in the work of doing what it can in a very hotbed of wire pulling and political influence to put the services on a merit basis.

President Roosevelt and Secretary of State Root labored together in the interest of civil service reform as applied to the consular and diplomatic fields. There is today on the statute books an inadequate consular law. President Roosevelt by executive order did what he could to strengthen the law's provisions, but an executive order is but a transitory rule of action. A much better law in bill form has been prepared for the consideration of the Sixty-first Congress, and with the influence of the entire business community behind it it ought to receive the sanction of Congress. The last trace of the spoils system as it affects the foreign service of the United States should











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